CHILDHOOD EDUCATION

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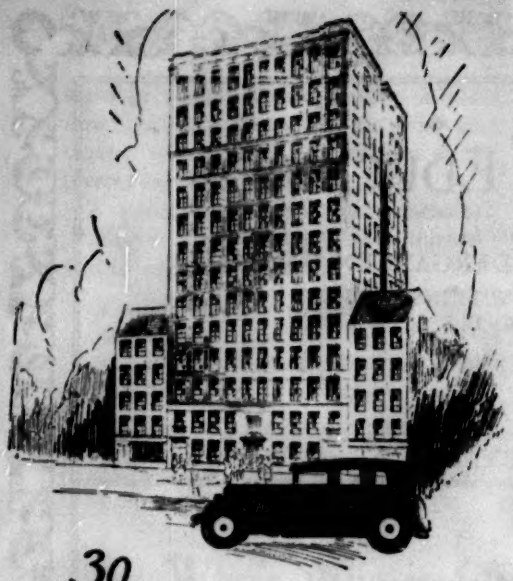

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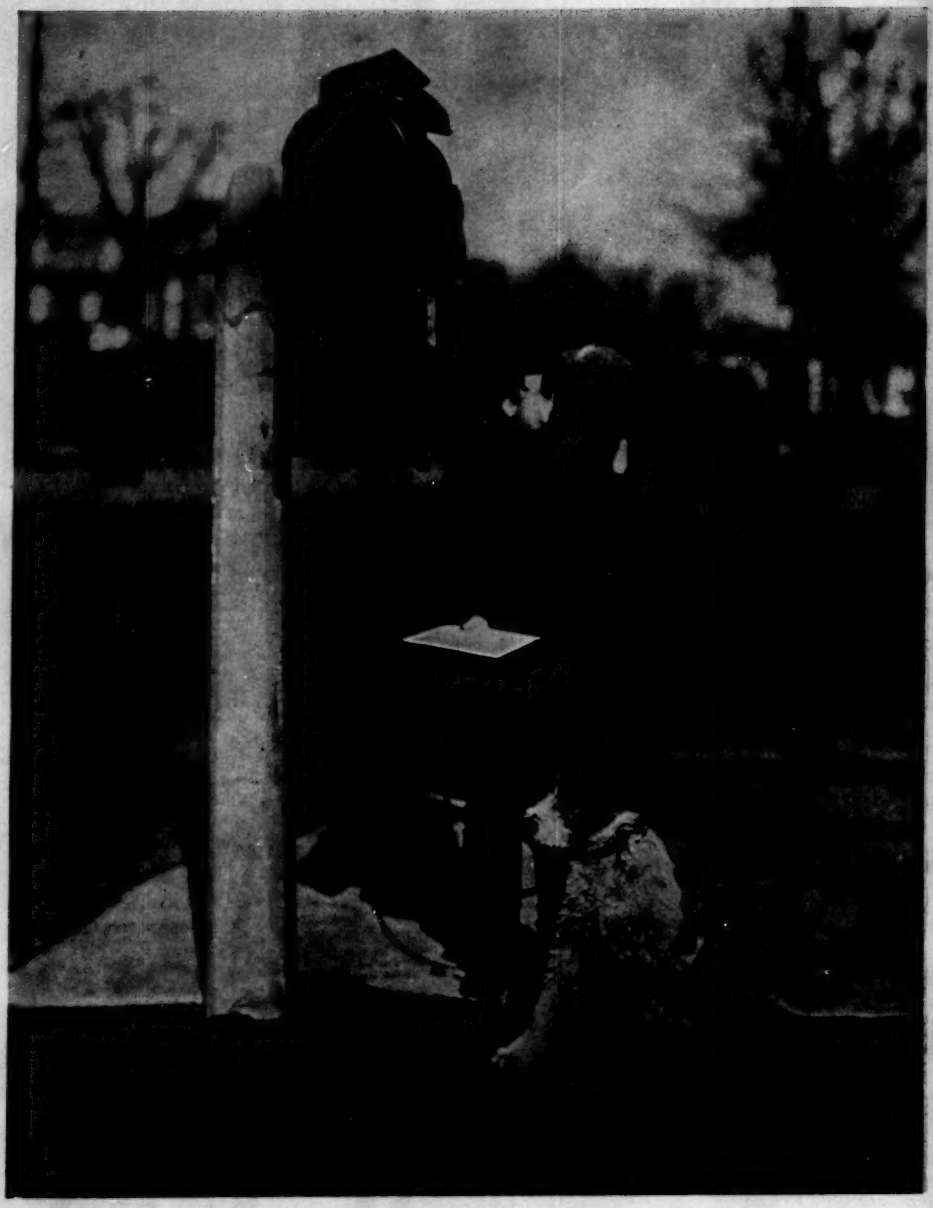

THE FOURTEENTH OF FEBRUARY—MAILING HER MESSAGE OF LOVE

Equipment and Supplies

A GROWING knowledge of the needs of young children has brought about a decided change in methods of education and the tools to use in developing these methods. A teacher now must think not only "what shall I teach" but "with what shall I teach." Formerly her duty consisted of assigning lessons, hearing recitations, and keeping order. Today she must provide an environment that meets the inquiring minds of the children and materials that help solve the problems that may arise in that environment. Information which formerly was acquired through the assigned lesson and recitation is now gained through the solution of the problems and the consequent mastery of tool subjects. The decided difference in the function of the teacher and in the methods she uses has resulted in just as decided a difference in the materials of education.

A great contrast would be revealed if a stockroom of the department of education of other days could be seen beside one of today. In the former would be paper, slates, pencils, pen, ink, chalk, rulers, erasers, and books. Even where kindergartens were a part of the educational program the stock for those was limited to Froebelian "Gifts and Occupations." Today's stockroom would show a great supply of materials such as: paper of all kinds and descriptions; varying sizes of pencils; crayons and brushes; paints of sundry kinds; plastic materials; textiles; tools for sewing, carpentry work, and gardening; building materials of great variety; toys; musical instruments; apparatus; miscellaneous articles and books for reference and for pleasure as well as for the acquirement of reading skills. Furniture, too, would be very different. In contrast to the formal desks with their attached seats would be desks with adjustable seats, or better, unit tables and chairs of varying heights. In addition, there would be low cupboards for storage and cupboards with individual compartments for children's use, low bookcases, library and work tables, files, cabinets, and the like. All of these are necessary for the equipment of a modern classroom, and by proper use of them the teacher is enabled to meet the requirements of present day education, which demand that growing bodies be kept fit and growing minds be developed fully.

The catalogues of school supply companies today are significant of the great revolution that has taken place, for with changing ideas of education these agencies have had to modify their stock and add many supplies hitherto unheard of for school use. Whereas these companies alone once filled school requisitions, manufacturers of all kinds of materials have now entered the field, hence, competition is great and much that is available is of doubtful worth.

With little to choose from, and that highly standardized, selection formerly was easy, but now with a market full, and new materials constantly appearing, selection is bewildering and the problem continually arises which of these will best meet specific needs and prove worthy of the required expenditure. It was because of this problem that the International Kindergarten Union formed a Committee on Equipment and Supplies, and that the Committee has devoted its time for several years to testing, suggesting changes, and finally recommending articles which fulfill requirements. The general standards in mind have been "does the article meet children's needs as to worth, suitability, adaptability, simplicity, durability, and cost? The work of the Committee has been published in pamphlet form and may be obtained at International Kindergarten Union headquarters, 1201 Sixteenth Street, N. W., Washington, D. C.

FRANCES BERRY.

The following suggestion is made to those interested:—

Anyone who is devising new articles, toys, apparatus and the like, may, if she will, communicate her idea to some member of the Committee on Equipment and Supplies, preferably the one nearest her. The Committee feels that the experience of its members, all of whom are accustomed to evaluate new material and several of whom have been successful in putting their own products on the market would be of value to the novice and would enable her to avoid lurking pitfalls. The Committee stands ready to help by testing the article, evaluating its worth, recommending modification, suggesting modes of approaching manufacturers and approving the article for use.

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1928–1929

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Changing the School Environment

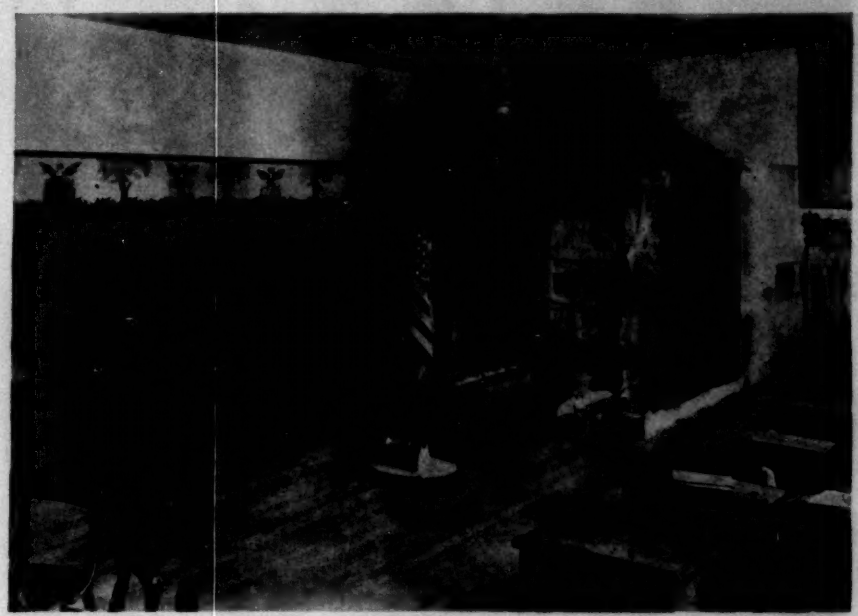
JULIA LETHELD HAHN

Director of Kindergarten and Primary Grades, San Francisco, Cal.

IN ORDER to make adequate provision for the accomplishment of a modern program of work in kindergarten and primary grades it is necessary not only to carefully plan new buildings to meet changed needs but to adapt the older type of equipment in old buildings and to furnish necessary supplies gradually so as to avoid great additional expense.

It is generally accepted that the program of work for little children must be an activity program and must provide for freedom of movement, creative expression, and the formation of right habits.

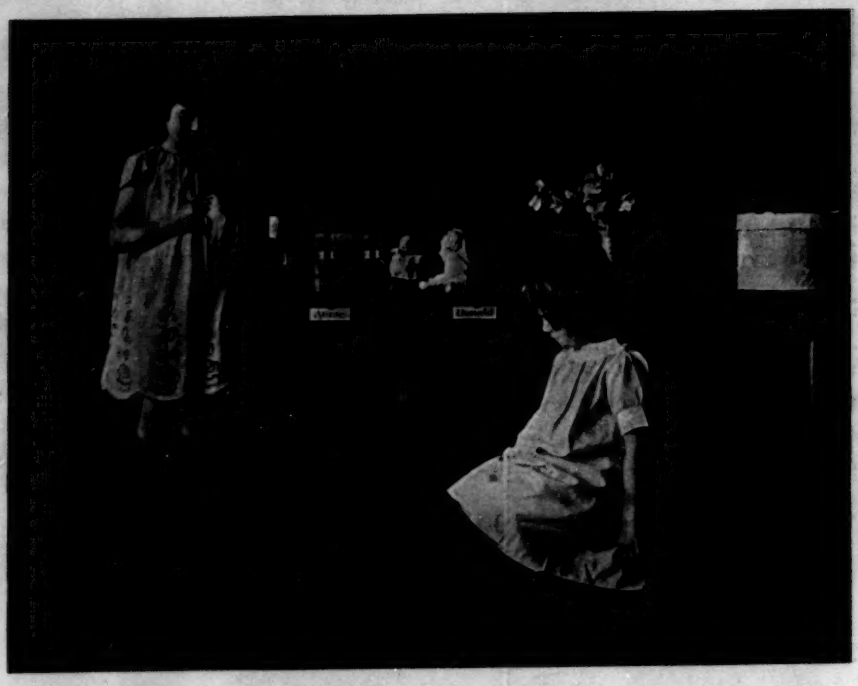
Habit formation in its broadest sense means the formation of right habits of talking, of planning, of caring for belongings, of reading, of acting, or writing—in fact, right habits of doing "all of the things you have to do anyhow."



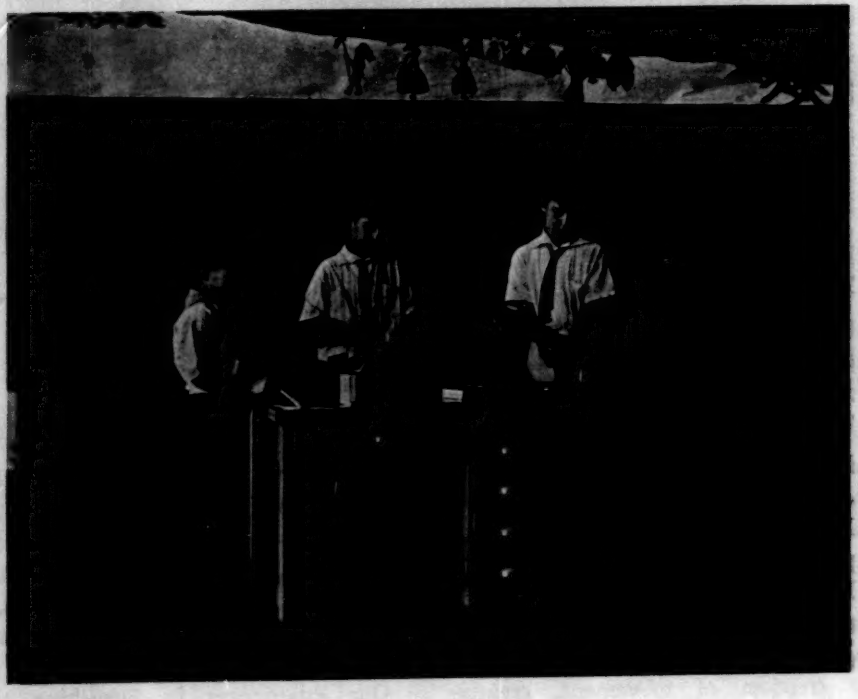
A Home in School

Because activity is a developmental necessity the school must provide movable furniture, movable teachers, and a movable program of work with plenty of "goings on."

Our experiences in furnishing the



SELF-SERVICE MOVABLE CABINETS



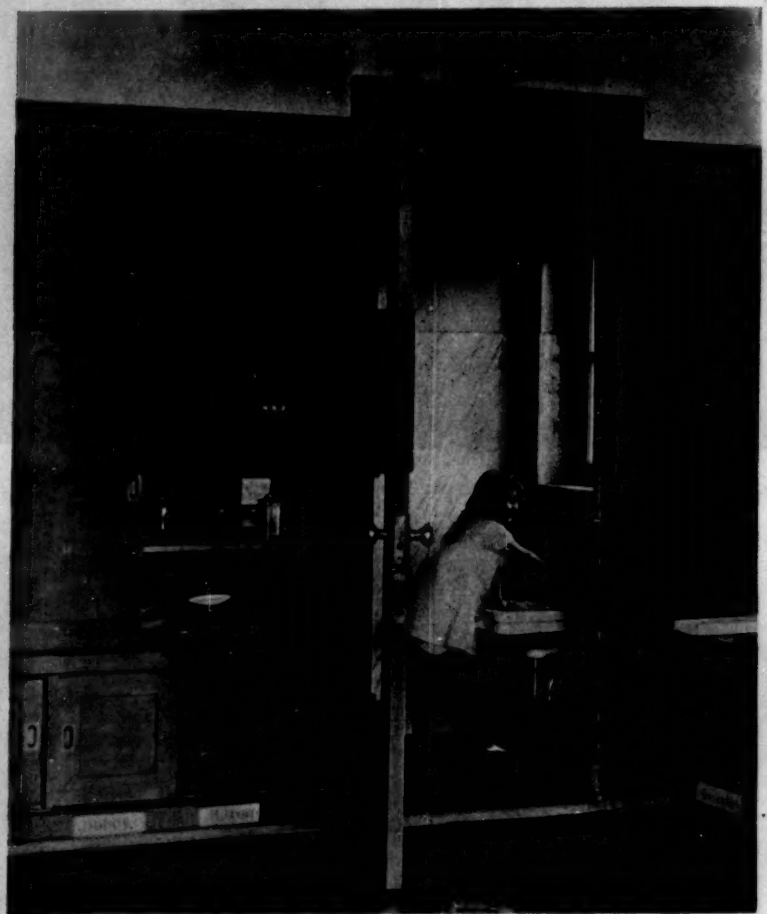
CONVERTED SCIENCE TABLES

GETTING DOWN TO WORK

"BEDS THAT COME OUT OF THE WALL"

setting for an activity program in kindergarten and primary grades in the San Francisco Schools within the last five years will serve as an example of an attempt to meet changing conditions.

forward to kindergarten and primary rooms built to meet the needs of young children. A few years had to elapse, however, before these buildings were completed and, in the meantime, changes



CHILDREN'S LAVATORY AND TEACHER'S CABINET

When our present Course of Study for Kindergarten and Primary grades was adopted in August, 1924, adaptations in room arrangement, furniture, equipment and supplies were necessary. A $12,000,000 bond issue for new school buildings made it possible for us to look

had to be made in existing schoolroom surroundings.

Although some first grade classrooms were equipped with chairs and tables, practically all of the second and third grade classrooms were furnished with desks screwed to the floor in rows. It

was impossible to remove all desks and replace them with chairs and tables at once. In order that there might be as much free floor space as possible and that space might be left in the front of the room for a group of small chairs, the desks in the primary classrooms were moved into a hollow square formation, leaving the center and front of the room open. All extra desks were also removed.

Two tables were furnished to each primary class for reading or library tables. Open racks or extra tables were added to each room for daily supplies—"self-help" tables, as they were called. Fifteen chairs were put into each primary room having desks. These were for group reading. As rapidly as possible, now, the desks are being replaced by tables and chairs.

As additional materials were added to our supply list the problem of storage facilities pressed upon us. A movable cabinet was devised and two of these were put in each classroom in as many old buildings as possible. Open shelves with individual spaces for children's belongings were added to some of the bungalow rooms.

The general use of kalsomine paint in all kindergarten and primary grades necessitated some kind of painting easel. Wall board cut into strips 2½ x 6 feet or 2½ x 3 feet, and placed upon the chalk-rail, served as easels in the beginning.

These were covered with paper or oil cloth, and large sheets of unprinted newspaper 12 x 18 inches were fastened to the top with clothes pins or thumb tacks. Long-handled paint brushes were furnished for this work. A double-faced easel was later devised, and these are being made by the Manual Training Department of our High Schools and added as permanent equipment as rapidly as possible.

The introduction of work with wood brought the need for some sort of work bench. Some discarded science tables from one of the high schools were cut down to the proper height and made very satisfactory work benches because of the hard top and the drawers for tools. A regular work bench was later devised.

Classroom Sink Alcove

A hundred of the regular work benches are made each year and put into lower grade classrooms.

An enterprising kindergarten teacher invented a low work bench for use of kindergarten children which proved very satisfactory.

Our new buildings have every facility for the work of young children. Each new twenty-six classroom building has

two kindergarten rooms and twelve primary rooms (1st, 2nd, and 3rd grades). Each kindergarten and primary room has an alcove adjoining the main classroom. Kindergarten rooms have a bay window at the end of the room opposite the alcove.

Special features of these rooms are as follows:

1. Kindergarten Rooms:

a. *Blackboard:* Blackboards are 3 feet in height above chalk-rail and placed at one end of room and at the side opposite the windows. Top of chalk-rail 21 inches above the floor.

b. *Pinning Areas:* Cork carpet is placed on all pinning areas as follows: In place of blackboards on the remaining sides of room and on wall areas of alcoves. Above all blackboards to height of 20 inches. Between chalk-rail and base-board in place not otherwise occupied by radiators, cubicles, etc.

c. *Cabinets, Lockers, Cubicles,* etc.: There are 36 cubicles, with sliding doors, in each room. The dimensions of these cubicles are approximately 24 inches high, 16 inches deep, and 14 inches wide. Cubicles are placed at the end of the alcove and under chalk-rail in furred space between classroom and corridor, and if necessary, at one end of room and any unoccupied space in the coat room.

These cubicles are one tier in height and are placed as near the floor as possible. This requires a base-board in the room and alcove not to exceed 4 inches. Additional cubicles, if necessary, to make up the 36, are provided in movable units of four.

Cabinets for teachers' use are placed in the kindergarten room and coat room. The compartments of these cabinets with sliding doors, are in two tiers. The dimensions of the compartments are approximately 12 inches high, 28 long, and 16 inches deep.

Two lockers for the teachers' personal use are placed off the coat room.

Electric outlet is placed in alcove and in coat room near sink.

There is a small lavatory 23 inches high in each kindergarten, and, where kindergartens are not adjoining the general toilets, one small toilet fixture. A drinking fountain is placed in corridor adjacent to kindergartens—height 23 inches.

Coat rooms are provided with a clothes pole at least 10 feet long, with hangers for the children's wraps. A strip is also provided for coat and hat hooks.

2. Primary Classrooms: Grades 1, 2, and 3.

a. *Blackboard* 3 feet high on one end and the side opposite windows. Top of chalk-rail: 1st grade—21 inches, 2nd grade—23 inches, 3rd grade—26 inches.

b. *Pinning Areas:* Cork carpet is placed above blackboard to height of 20 inches, and in spaces not otherwise occupied by cubicles, etc. Pinning carpet is placed on all other walls of the room not occupied by blackboards, to extend from base-board to height determined by the pinning strip above the blackboard. The free walls of the alcove are covered with cork carpet to a height determined in the classroom proper.

c. *Cabinets, Lockers, Cubicles,* etc.: Thirty-six cubicles are provided for each primary room. In the alcove they are placed under chalk-rail in furred space between class room and corridor, and some are placed in the coat room. Cubicles are approximately 2 feet high, 14 inches wide, and 16 inches deep.

Cabinets are placed in the coat rooms and are same as specified for kindergarten. They are placed so that there will be a clearance from the floor of about 4 feet 6 inches.

Each cloak room has built-in locker for teachers' personal use.

There is provided in the alcove a locker for storage of materials. This is 30 inches wide, 24 inches deep, and provided with movable shelves.

A small sink, 12 inches by 16 inches, with drainboard, is placed in the alcove in each primary classroom.

We now have 22 new schools with these special features in kindergarten, 1st, 2nd, and 3rd grade classrooms.

Modern Classroom Equipment

HARRIET STILLMAN

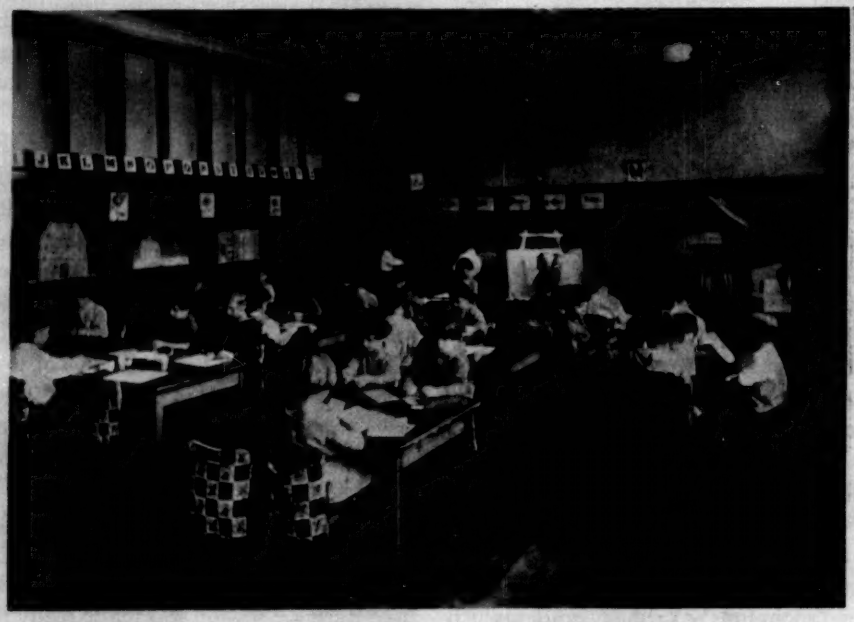
Kindergarten-Primary Supervisor, Rochester, N. Y.

EDUCATIONAL ideals are not static but evidence a vital, growing process. Growth means change although we are not always conscious of the result until we look back over a span of years, perhaps for the sake of comparison. Increasing emphasis is being placed on the importance of the education of children of the kindergarten-primary years and with this attention have come gradual but nevertheless marked changes in the schoolroom both inwardly and outwardly. Inwardly in the spirit; outwardly in equipment. Only the children remain the same having the same interests and the same possibilities for development. Because, however, of a better understanding of normal activities and interests of early childhood progressive schools are not limiting a child's privilege to be active to the kindergarten period alone, but are gradually developing a schoolroom for the primary grades which even in its equipment aims to develop habits of self-control and self-expression.

The type of work done in any schoolroom determines the equipment necessary for that work and equipment has undergone a process of development to meet the changes in educational practices. In the experience of many the long, wide kindergarten tables were a necessity so that the teacher could be the directing head inasmuch as the work done required that all children do exactly the same thing at the same time. This procedure demanded the unceasing attention of the teacher as well as the focusing of attention on the teacher as the center of the activity. One table seating an entire group including the teacher was then the best adjustment. Others remember only the narrower but still long tables usually arranged in a hollow square, again primarily for the convenience of the teacher, and chiefly adapted for a formalized procedure with traditional materials. This type of table is the one that is still commonly used and is far better than the first type as the arrangement of the tables may be adapted to a more informal type of procedure. Kindergarten cupboards, formerly, were decidedly the teacher's and were built so high that it was impossible for a child to use them if he dared to. It would be necessary, moreover, as the work was usually so planned by the teacher that all material which was to be used during a session was made ready for the children before school began.

Contrast these conditions with a modern kindergarten room, in which there is an emphasis on the individual child and the creative side of education, to see how the type of equipment has changed to meet this emphasis. On visiting one of the new rooms we feel immediately that it is deciedly a children's room planned to suit their needs and to develop independence and originality. Instead of a group sitting about a wide table all building a house of eight cubes or bricks

and calling the composite result a street, we find the children using a variety of materials with a variety of purposes: Using large blocks to make things big enough to play in, a group sewing, individual children painting at the easel or drawing at the board, individuals making carts or airplanes, perhaps constructing a street but quite a different street than the old-type. The children may be either on the floor or small groups may be seated at the tables, the place being determined by the interests of the individual or the group. This workshop needs space and modern standards provide adequately for it.



TABLES AND CHAIRS IN THE PRIMARY CLASSROOM

Kindergarten rooms generally have differed from regulation grade rooms in that they have had larger spaces and the advantages of movable furniture to provide adequate play room, in spite of the fact that often it was not moved. The modern kindergarten room, however, surpasses the highest hopes of the past. Kindergarten units are now planned with a separate entrance, a wardrobe space with low racks and separate drinking fountains and lavatories, all showing thought and consideration for the convenience of the small child. These light, airy rooms of considerable size have alcoves so that the children may group themselves according to interests and activities. They have linoleum covered floors, low cupboards in which material is accessible to the children, other cupboards in which unfinished work may be kept, low blackboards, a strip of cork on which work and pictures may be exhibited, a sunny bay window with benches which makes a good story corner, a fire place for festival occasions, (to say nothing of the materials which help to stimulate children to

their best efforts because they are suited to their level and interests such as: large blocks, easels, paper, sewing materials, cardboard, boxes, toys, books, and pictures). Instead of the long tables we find small folding tables varying in height, made to seat four children. These sometimes are put together to make a wider table if the work done so requires. The arrangement, however, is very flexible and the tables are so easily moved by the children that it is possible to have the amount of space desired for activities and play.

ALCOVES AND SMALL TABLES IN THE KINDERGARTEN

Perhaps an even more marked change is beginning to come into the primary grades due to the change in emphasis in methods of teaching. Although at present we find the formal type of equipment predominating, still there is hope that rapid strides will be made to make these grades less formal both in appearance and in procedure. Formal classrooms are not conducive to creative thought or work. Here again we find that the type of work expected decides the equipment necessary. The use of individual movable furniture was a great step in advance of the permanently fixed desks. The arrangement in rows, however, gives them only a little advantage over the stationary desks. With this equipment it is possible to arrange the seats without being in rows, so that in an ordinary room there is adequate space in which children may move about when working on a problem and in which the conditions for creative work may be acceptable. How much better and what departure it is, however, to see a progressive primary grade equipped with tables and chairs instead of desks. After a room has been changed from desks to tables it does not

seem like the same room. One can hardly believe that there can be so much space available in which to move about. These tables equipped with individual drawer space may seat either two or four children. The height of the tables must necessarily be suited to accommodate the size of the children but this adjustment is easily made within the group by providing tables of different heights. In this type room too we find other equipment which corresponds to the advance in educational ideals. It is the children's room and the whole atmosphere is one of freedom of action and thinking. There is a reading table attractively arranged with books furnished or brought from home; there is an easel for creative expression; there are ample low blackboards with a strip of cork above for pictures and a display of children's work; there are low cupboards or tables on which materials are accessible for the children as they need them; all furnishing an environment to meet present day standards.

This pictures in brief an idea of the progress which has been made in furnishing an environment for both the kindergarten and primary grades in which children may develop and be happy. Does it not seem that we have gone a long way toward attaining a high standard of equipment which is keeping pace with progressive ideas concerning present day education of early childhood?

The Toy Orchestra: Its Dangers and Advantages

SUSAN T. CANFIELD

Carnegie Institute of Technology, Pittsburgh, Pa.

SOME months ago in an article on Music in the Kindergarten,[1] I mentioned the Toy Orchestra as a well established musical experiment. From these trial years a few important facts have come to light which should be presented to those who are planning to inaugurate such activity, in order to avoid, if possible, some of the early pitfalls.

First of all, as to the conception of the Toy Orchestra, is its value limited to that of a Rhythm Band or has it some musical significance over and above rhythmic development?

It is quite true this value exists. The large, tensed, relaxed and directed muscular reactions of the arms in the use of cymbals and drums, the smaller movements of the wrist in tambourine, rattles, jingle mallets, etc., may set up nerve responses which develop permanent rhythmic consciousness when these experiences are repeated at regular intervals. Could this, however, not be accomplished with less trouble by tapping rhythms, or, more fundamentally, by Dalcroze Eurythmics? Why then the orchestra?

Many, I believe, make the mistake of answering this question superficially. Children, particularly little ones, are so cunning holding instruments, especially when dressed in band suits amply decorated with braid and buttons. Such people are still using a child conductor who all but taps a child when it is his turn to play while the children stand passively listening to the sounds going by, waiting to "see" a motion which indicates the time has come to use their particular instruments. Under these circumstances the result is not even rhythmic, lacking as it does the entire physical, mental, and sense coördination necessary to a complete rhythmic experience.

I do not minimize the value of following a conductor, but I doubt the importance given to it, until the child has developed musical feeling. Interesting feats of "cooperation" are developed, but there is little use of the child's musical sense, "sense of ensemble." He learns to watch and act but not necessarily to listen and become more musically sensitive.

Looking upon the Toy Orchestra as a Rhythm Band, an over stress of measure accent and too great emphasis of the beat invariably occurs. The result is a persistent staccato which does away with the graded stress of group and phrase accents, the very bone and sinew of rhythm. If a composition has within it a flowing legato, the mere presence of percussions need not destroy it, if the instrumentation is well chosen and the

[1] Childhood Education, January, 1927.

melody not buried beneath a bedlam of extraneous sounds.

The experienced leader who has made his share of these early mistakes has arrived at a much more sane viewpoint. To him the Toy Orchestra is a tool with a double edge: the one contributing to the play of children through the love of manipulation, giving to the rhythmic sense much experience and assistance; the other a further means of developing general musicalness.

Courtesy of Will Earhart, Director of Music, Pittsburgh, Pa.

This requires an entire readjustment of procedure with listening as a basic activity. Instead of a leader to watch, the emphasis is laid upon music to hear and follow, each immediate experience being a musical one. His instrument is used because it is more suitable than any other for use in a particular theme or rhythmic figure. Furthermore, the children hear the composition and, themselves, select the instrumentation to be used. They experiment with the effects produced by various combinations, decide which are most appropriate to the melody, style, or movement of the piece, and try it in several different ways before a final selection is made. Perhaps a bit of melody is repeated at a higher level; they must decide whether to use the same instrument with differing force or show the quality by use of a different one. Perhaps again the harmony becomes richer, they determine which instruments to add for a more complete orchestration. Innumerable musical factors enter into this selection, all of which, called to the child's attention through a concrete situation help him to develop musical taste and discrimination.

Having made the selection they listen for the approach to their own entrance and arrive at the right moment with the right quality. Have you tried to build a crescendo with a tambourine or dim the cymbals at a certain place in the tune? If you have you appreciate what it means to be ready at the right moment to produce a certain quality. It neces-

sitates hearing the approach of melody and harmony, feeling the rhythmic flow sufficiently to enter into it and arrive in harmony with the rest of the fabric.

But, says the kindergartener, although that may be right for upper primaries, it is impossible for kindergarten. I believe not. The principle is exactly the same, the difference only in the degree of application. Use smaller compositions with more evident contrasts but work from exactly the same ideal—as musical an experience as it is possible to produce under your own conditions. Play a dainty bit, "Amaryllis" for instance, try it with cymbals and drums, again with triangle and other lighter instruments, and you will be surprised to find your children have decided opinions.

The ideal approach is to have so many instruments that each child may handle one and experiment with its tone, becoming familiar with its differing sounds while discovering how to produce its best one. If there are not enough to go around, change groups until all have enjoyed the experience. Use them in a simple way with each group before passing on. In this first exposure you are sure to find some who seem incapable of any rhythmic feeling. A kindergartener on the Pacific Coast helped these children to make crude fiddles from wooden boxes, mounted them with a single string, used a smooth stick as a bow and put these youngsters to sawing with big movements while the others played. With help, one by one of these children graduated from the noiseless fiddle to another instrument while their own imperfect experimentation had not destroyed the rhythmic experience of the rest of the group.

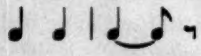
The Five and Ten Cent Store is no longer the mecca of the Toy Orchestra leader. Manufacturers are putting them out very reasonably, made of better materials, therefore more durable and of better tone. A few sources are included in the lists at the end of this article.

The usual scoring is for drum, triangles, tambourine, cymbals, castanets, rhythm sticks, and bell trees (sleighbells on sticks). Of these the rhythm sticks are under suspicion. It should be with deliberate intention that one selects the noise instruments. Manufacturers advertise innumerable varieties of these, many of which are grotesque in effect and destructive to any possible musicalness. The kazoo is one to be avoided; of the whistle family, the bird whistle is nicest; of the cymbals, the brass have the best tone and are more brilliant, the wood ones being dull, while the crash cymbal played with the hammer is effective, the Chinese woodblock is usable and tom-tom almost necessary.

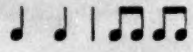
Orchestra bells, while expensive, are well worth the outlay. They play a melody quite in the quality of the whole but add an element of real beauty to the effect. In younger groups an older child can be brought in occasionally to play the bells until some child learns to handle them. A beginning can be made by using a short bit of melody only.

A combination often used for large groups is: 12 triangles, 12 bell trees, 8 tambourines, 6 clappers, 1 pr. cymbals, 1 crash cymbal, 1 snare drum, 1 tom-tom, and 1 set of orchestra bells. Balance of heavy and light instruments and the number of strokes of the heavier ones as cymbals and drums call for discrimination and should be worked out by children and leader in rehearsal. What rhythms shall be used? Shall every

instrument play on every beat? Such performances are not uncommon. Shall certain instruments play measure accents while others do the remaining beats or shall the work be done with greater elasticity? After several hearings of a composition or, if long, a section of one, it is well to get the childrens' own expression of the rhythm. By doing so one frequently discovers children with decided impressions of a rhythmic pattern and often very charming and unusual rhythms. The next step is to select the best of these, decide which instruments are most suitable and have them played by the children who discovered them. For example, in measures 16 and 17 of "Amaryllis," two rhythms are easily heard: the soprano



and alto



while in another section measure 33, occurs

Use these as a basis for instrumental selection, have them played on each recurrence by the same instruments, make the changes of instrumentation necessary to show varieties in repeated themes, add instruments for other sections, select entrances for large sounds as cymbals and drums and the work is well under way.

Tempo also must be considered. Castenets, for instance, used in the form of hand clappers require a slower tempo than those mounted upon sticks as finger coördination of the small child is too imperfect for great speed.

Publishers are advertising music for the activity with a teacher's score and individual scores for the children. These are useful for older children who have already learned to listen and read music and need a new interest in a familiar medium, becoming accustomed to a score and conductor. In this case they should play music written for the purpose with the emphasis laid upon fidelity to a composer's scoring, etc. Haydn has a Toy Symphony in C major, written in 1788. It is written for "cuckoo-pipes playing C and G; a quail call playing F, a trumpet and drum playing G, and a triangle, besides two violins and a double bass." Andres Romberg also has one written about the same time which is considered by many superior to the Haydn.

For the beginner in kindergarten and lower primary I believe the listening method more productive of muscial growth, besides having the advantage of using all the children in a group.

While one must not say arbitrarily only music written for the Toy Orchestra should be used, it is well to be watchful that experience of large orchestra numbers should not be limited to the toy arrangement. Most music written for the symphony orchestra is not suited in any way to the toy instruments. It is the very occasional one like the "Dance of the Mirlitons" from Tchaikovsky's "Nut Cracker Suite" which seems possible, especially if accompanied by a hearing of even a phonograph record of the original and a thorough cognizance of the fact that the toy rendering is a transcription only. Compositions whose beauty lies principally in harmonic coloring are not possible of expression by percussions. Those strongly rhythmic or possessing a simple melody are more

usuable. Folk tunes, both songs and dances, are nice, piano numbers of simple form and not too poetic mood but including enough variety and contrast to stimulate the choice of instruments are good.

The following lists are a few numbers which are suited to the Toy Orchestra and have been successfully used.

COLLECTIONS

1. Album for the Young.....Schumann
2. Album des Enfants—Books I and II Chaminade
3. Gavotte Album (Augener Edition 8321) Corelli—Couperin, etc.
4. Percussion Band Book (17 pieces arranged by Percival Garret—Curwen Edition)...Well known Composers
5. Waltzes (Three books of selected strains arranged by Guy Maier—J. Fischer & Bro.)....Schubert
6. Band Books for Children (G. Schirmer) Diller and Page

SINGLE COMPOSITIONS WITHOUT TEACHER'S SCORES

1. Amaryllis—Air du Roi Louis XIII Henry Ghys
2. L'Arlessienne Suite No. 2—Farandole Bizet
3. Ballet Music from Rosamunde I, II Schubert
4. Casse Noisette Suite—Dance of the Mirlitons.....Tchaikovsky
5. Deux Rigaudons.....Rameau
6. Holberg Suite—Gavotte and Musette Grieg
7. Le Coucou.....Daquin
8. Moment Musical, Op. 94, No. 5 Schubert
9. Minuet in A major.....Boccherini
10. Norwegian Bridal Procession, Op. 19, No. 2.....Grieg
11. Studies.....Heller
12. Tableaux d'une Exposition Moussorgsky
13. Tambourin.....Rameau

WRITTEN FOR TOY ORCHESTRA

1. Toy Symphony.....Haydn
2. Toy Symphony.....Romberg

ARRANGED WITH SCORE

1. March Militaire (C. C. Birchard, Boston).....Schubert
2. Moment Musicale, Op. 94, No. 3 (C. C. Birchard, Boston)..Schubert
3. Soldiers March (C. C. Birchard) Schumann
4. Anitra's Dance (C. C. Birchard, Boston).....Grieg
5. Children's Piece (C. C. Bichard) Mendelssohn Op. 72, No. 1—Arranged by J. Lilian Vandevere

FIRMS HANDLING INSTRUMENTS

1. Drysdale School Record Service, Harvard Square, Cambridge, Mass.
2. Educational Music Bureau, Chicago, Ill.
3. C. C. Birchard, 221 Columbus Ave., Boston, Mass.
4. Ludwig and Ludwig, Chicago, Ill.
5. H. A. Weymann & Son, Inc., 1108 Chestnut St., Philadelphia, Penna.

Nursery School Equipment

CHRISTINE M. HEINIG

Director of Nursery School, Washington Child Research Center

SINCE the nursery school movement is at present in its infancy the question of best equipment is still confronting us. Even organizations that have maintained nursery schools for some years are continually making changes in some fundamental types of equipment. Deficiency in filling their needs has been revealed by continued study and observation. It is not possible to buy so-called nursery school equipment. Because of a lack of understanding on the part of the manufacturers very few "ready made" articles have the essential qualities that make them suitable for nursery school use. Most of the equipment now used, therefore, is being adapted to nursery school use and is being obtained from various sources such as department stores, hardware, house furnishings, kindergarten supply and hospital supply shops.

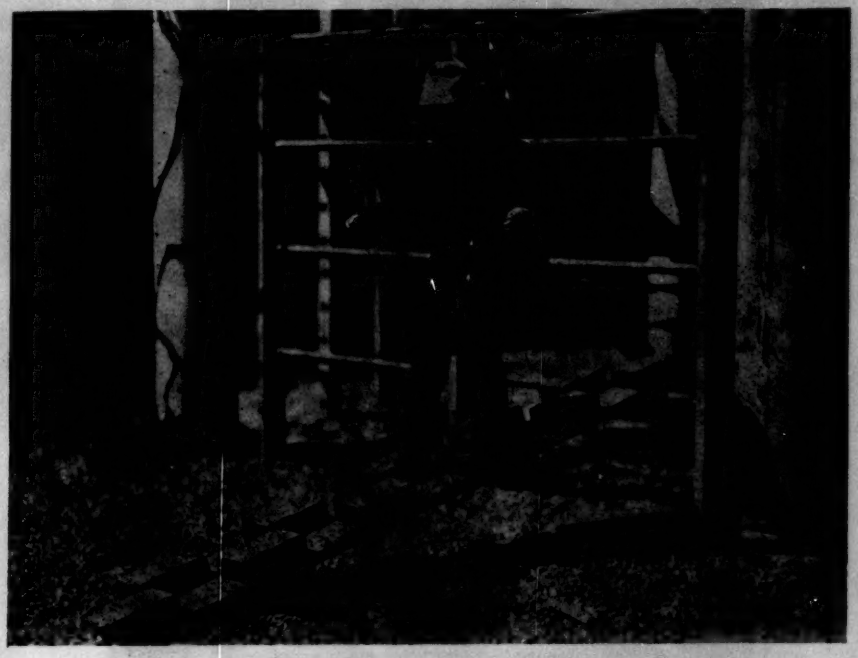
The problem of nursery school equipment is further complicated by the high cost of materials. The all day program of the nursery school necessitates a supply of locker, sleep, food service, toilet, and play equipment. The vigorous use to which it is put, the number of children handling it, and the need for keeping it constantly clean and sanitary, necessitate the purchase of durable materials which are proportionately expensive. Those delegated to the job of assembling such equipment are confronted, therefore, with a task that calls for perseverance of effort and for a thorough understanding of the complete developmental needs of the preschool age child. Since it is desirable for children in the nursery school to play with little teacher direction, it is exceedingly important that the equipment shall meet all developmental needs. These needs are therefore described under the four classification headings: physical, social, emotional, and mental.

Physical processes such as elimination, relaxation, appetite, and digestion are important. The development of muscle tone and coordination are essential and to these ends the whole body and especially the larger body muscles must be brought into play. The need for social adjustments is precipitated in the first hour of group contact. Both individual expression and respect for another's individuality must be learned. Cooperation with others, and sharing of possessions are no less secondary in importance. Emotional controls may be quite readily established. It has been possible on many occasions to condition responses of anger, fear, courage, and love by the use of certain type of apparatus and certain available materials. Opportunities for growth in the powers of thinking and reasoning are in a measure created by the construction of equipment. Types of materials which aid in developing sensori-motor responses are definitely planned and put into the environment to challenge dis-

crimination between weight, size, shape, color, texture, taste, smell, and distance.

The equipment that meets these needs to the best advantage must be *durable*. If made of breakable material such as food service equipment necessarily must be, it should be china that does not chip easily, or glass that is reasonably heavy. If made of wood it should be well joined, wood that will not splinter and warp, that the child laying a plank on a saw horse may construct a piece of equipment that will be firm. Tables, chairs, and benches must stand squarely on the floor. Hooks should be securely fastened. This factor of stability is exceedingly important in building up in children qualities of courage, fearlessness, and serenity.

Height of equipment needs particular



An Indoor or Outdoor Adjustable Balance Board

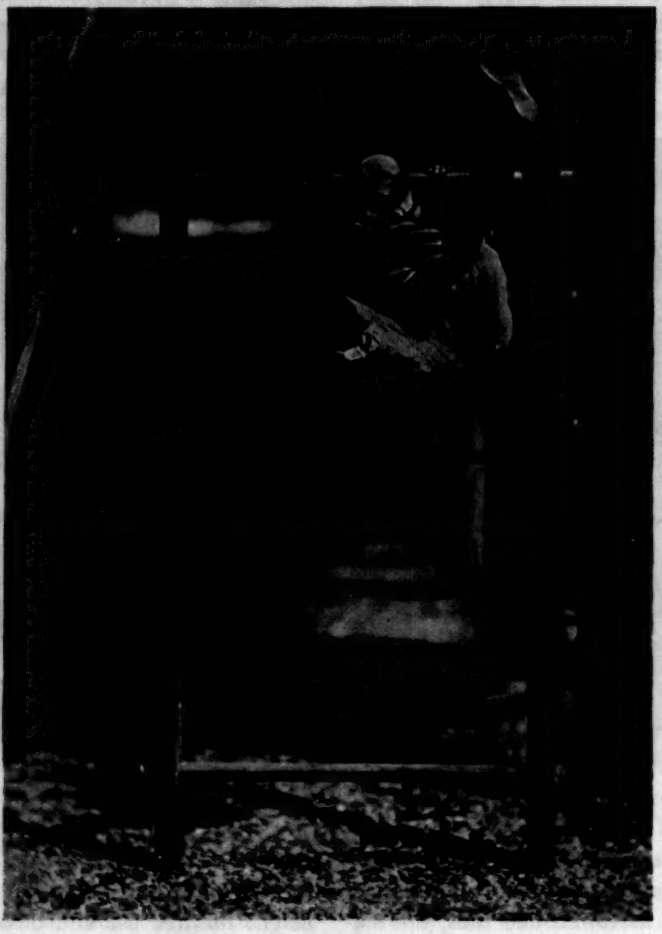
well seasoned, and for protection against weather conditions, oiled. If made of cloth, such as towels and bibs, the materials should not fade, nor show wear. Dolls should be unbreakable and furniture as well as toys should be bolted or screwed wherever practicable.

Equipment must be *firm* and *stable* in construction. Pitchers and glasses must set firmly, play equipment must have the quality of "staying put" so

consideration. Furnishings and stationery equipment should be suitable in height for free use and observation by the child. The average sitting height ranges from eight to ten inches while the average height for reaching cupboard tops and coat hooks is thirty five to forty inches. A nineteen inch table generally is adequate. Chalk boards should be low enough to enable the child to more his arm freely. The height of

play apparatus should be adjustable so that the problems involved may be increased in difficulty as the child develops. It is advisable, from the standpoint of safety, to keep the child within reach or sight. Climbing ladders and balconies therefore should not exceed six or seven feet.

Size and *weight* being somewhat relative will be considered together. The young child likes things both very small and quite large. Equipment developing sensori-motor responses involves the smaller body muscles and is usually small; sorting materials should be small and the tiny autos and trains obtainable at the "dime stores" are enjoyed especially. Any large furnishings that the child may help to set up, such as beds or tables, should be relatively light, but play equipment such as blocks, wagons, shovels, and tools should be relatively heavy. These factors contribute mainly to stability and to the development of



ADJUSTABLE CHINNING POLES FOR ALL SIZES

the larger body muscles through manipulatory activity. Blocks which a child handles by himself and pails which when filled with sand, stones, or water may weigh three or four pounds, while the larger building blocks usually used out-of-doors and generally carried by two or more children may weigh eight to nine pounds.

Although few experiments have proven conclusively the need of colorful equipment, children do pay attention to *color*. If allowed the opportunity they pick out the brightest colored pitcher, and learn to distinguish differences in pieces of equipment much more readily if there is a distinct difference in their coloring. The color of interior finishes, if rightly chosen, may be used to reflect light and gives a cheery childlike appearance to the environment.

Safety should always be considered. Young children are unsteady and venturesome. All sharp corners are to be avoided; they should be well rounded. Pointed toys should not be chosen. Hand rails conveniently reached should be added to steep or long stairways. Iron rings and hard pavements under climbing apparatus or swings are hazardous. Glass toys or bottles are objectionable, and cans or tin dishes must not have sharp edges.

Sanitation is a factor in choice of equipment that probably needs no discussion here, since high standards are already popularly established. Through frequent sterilizations however even the best equipment becomes unattractive in appearance and this may not be avoidable. The durability of material should not be impaired thereby, however, and here again care in selecting colorfast and strong materials should be emphasized.

The factor of *adjustability* is probably the most important of all if indeed it is

JUNIOR SIZE FIXTURES AND INDIVIDUAL EQUIPMENT WITH IDENTIFICATION TAGS

possible to say that any one factor is most important. If equipment is movable, such as cupboards, and may be transported from one room to another, from one set up to another, the resulting economy will be great. Portableness of equipment is advantageous further since it makes possible its use both indoors and outdoors. Swings may be hooked up indoors or outdoors. Balance boards, rings, or ladders may serve double duty. Space is conserved by the adjustability and a room that has been a veritable gymnasium can be converted in a short time to a dining or sleeping room. If apparatus is joined with wooden bolts that knock-out, or rings that may be moved to higher or lower notches, equipment has the possibility of keeping pace with the growing and changing demands of the child. A board that may be either a see-saw, balance board, jouncing board, or sliding board develops initiative and maintains interest and brings to the fore a creative ability that makes for concentration and constructive thinking. Adjustability of materials should be planned during construction. This may be accomplished by giving the formulated plans to any competent carpenter.

Each nursery school must be guided in selecting its equipment by climate, physical properties of the house and yard, age of children to be accommodated, number of adult workers available, purpose of the set up, and special personal or social needs of the group which it serves. Several pamphlet and leaflets are available giving complete lists of equipment used in some nursery schools, together with costs. Some contain sketches and working drawings of newly developed types of equipment. These should be most helpful to those interested in this matter and may be obtained at small cost through the various Government Bureaus, Child Study Associations, and Research Centers.

A New Nursery School Set-Up

ROSE H. ALSCHULER

Staff Director, Franklin and Winnetka Public School Nurseries

THE community of Winnetka, Illinois, recognized for its alert attitude on educational matters has again come forward to support a new educational venture. A nursery school unit has been added to the public school system. Although privately financed through the efforts of the Nursery School Board of the Winnetka Woman's Club, the nursery school is an integral part of the public school system. The unit was organized upon the invitation of Carleton W. Washburne, Superintendent of Schools, who obtained permission from the Winnetka Board of Education to house the unit although no tax money was available to care for the cost of operation. Superintendent Washburne has given the nursery school his generous interest and continuous support. The unit was thoroughly considered for a year and one-half before it was opened in September, 1927. During that time an effort was made to give publicity both written and spoken to the project, so that when the time came to open, the community was comparatively well informed, resistance against "taking the young child out of his home" was negligible, and there were twice as many applicants as places. This past fall there were 53 applications for 16 places.

The plan of organization is the same as that used in the Franklin Public School Nursery, which was opened in the Franklin Public School, Chicago, in September, 1925. The Franklin unit was perhaps unique in two ways: first, in that it operated within a public school where 16 children ate, slept, and played in one room 27 by 28 feet square, and where bathroom facilities consisted of one toilet and one wash bowl; second, it was unique in that the Staffs of existent agencies were used for building up mental and physical health programs that would have otherwise been impossible on the annual budget which ranges from $4,000 to $4,500. The Winnetka Public School Nursery opened under the same conditions as Franklin in that the two Chicago agencies were again cooperating: the Institute for Juvenile Research planning and doing the mental health program, the Elizabeth McCormick Memorial Fund planning and carrying through the physical health program. The room offered in Winnetka was a bit smaller than at Franklin, bathroom facilities were the same, and this time a coat room was part of the set-up. The above details are given because before describing the new Winnetka unit which we are about to occupy, it would seem well to state that we believe that nursery schools are decidedly more dependent upon the personnel of its staff and the underlying philosophy and sense of organization of the Directors than upon any physical properties. On the other hand in the rather small-for-16-children-one-room set-up in Winnetka, we did find ourselves somewhat handicapped,

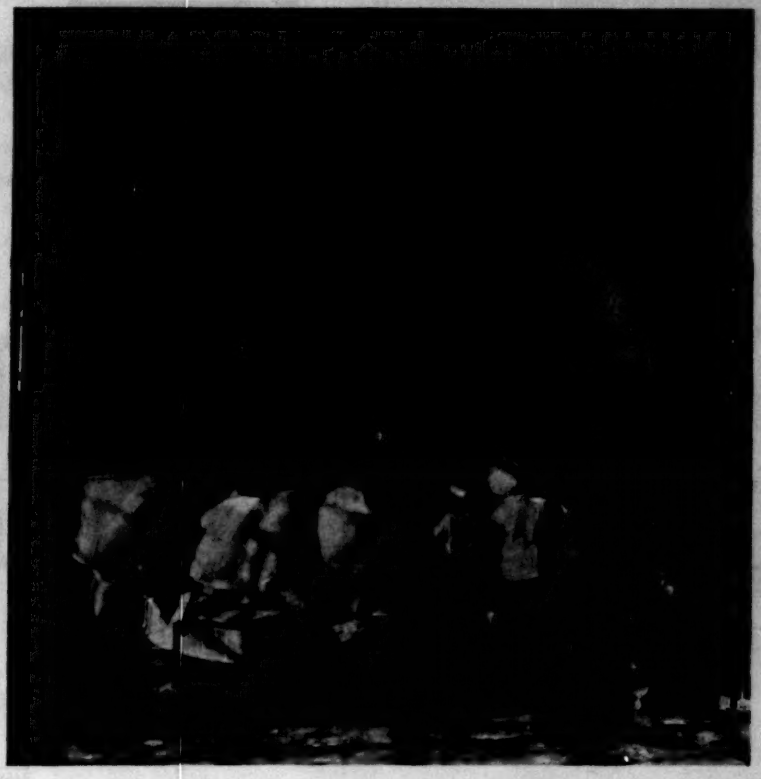
e.g., some of the children had to be sent home for naps because there was not room enough to place and separate 16 cots; assembly bells had unavoidably to be rung on the stairs just outside of the nursery school room several days of each week during nap time; one bowl and one toilet bathroom facilities made the bath room procedure about twice as long as necessary. These were a few of the seemingly unnecessary complications of daily routine. The interest of a public spirited Winnetka citizen was enlisted and the opportunity given the nursery school unit to plan its own set-up. The floor plan herewith given indicates the allotment of space.

LARGE-MUSCLE-PLAY APPARATUS FOR INDOOR WEATHER

Although there is direct egress from both the nursery school and the junior kindergarten to the playground, daily entrance is through the main school corridor, so that all children will enter through the nursery school control office-room No. 1 where morning health inspection is to be given. The children will then pass through Dressing Room No. 2 into the Nursery School Room No. 3. Room No. 4 is an Isolation Room to be used in case of illness and at times perhaps for sleeping, eating, or discipline problems. It may also be used for scientific observation as a small glass window has been placed in the door from the office to permit observation. The toilet room with 4 bowls and 3 toilets will serve both nursery school and junior kindergarten (16 four-year olds). Although there was some question as to the actual value of vita, or helioglass, it was finally used in all

windows on the recommendation of one of Chicago's leading pediatricians.

In the nursery school room, 2 low steps lead up to the bay window where it is planned that block projects may remain undisturbed for days at a time. It is hoped the children will get a sense of being up and away from the group—or perhaps a feeling of "splendid isolation." Just below the platform at the southeast end of the room is a piece of apparatus which can be pegged into the wall and left standing indefinitely or if desired may be taken down and stored away. This apparatus is copied from one first made by a Franklin Nursery School parent. It was planned so that the children could have large muscle play on the many days when out-door play is impossible around Chicago. The rope ladder was salvaged from a Public School storehouse, and the rings, stirrups and swing purchased at Spaulding & Company, in Chicago, for $12. Lighter sets are now available for $7.00 (Chandler Book Store, Evanston, Ill.). The small horizontal bars made in the School Manual Training School present another useful piece of material. At the west end of the room an ornamental faience tile bowl with running water has been placed where it is hoped growing things will enlist the children's interest, sometimes animal life and plant projects

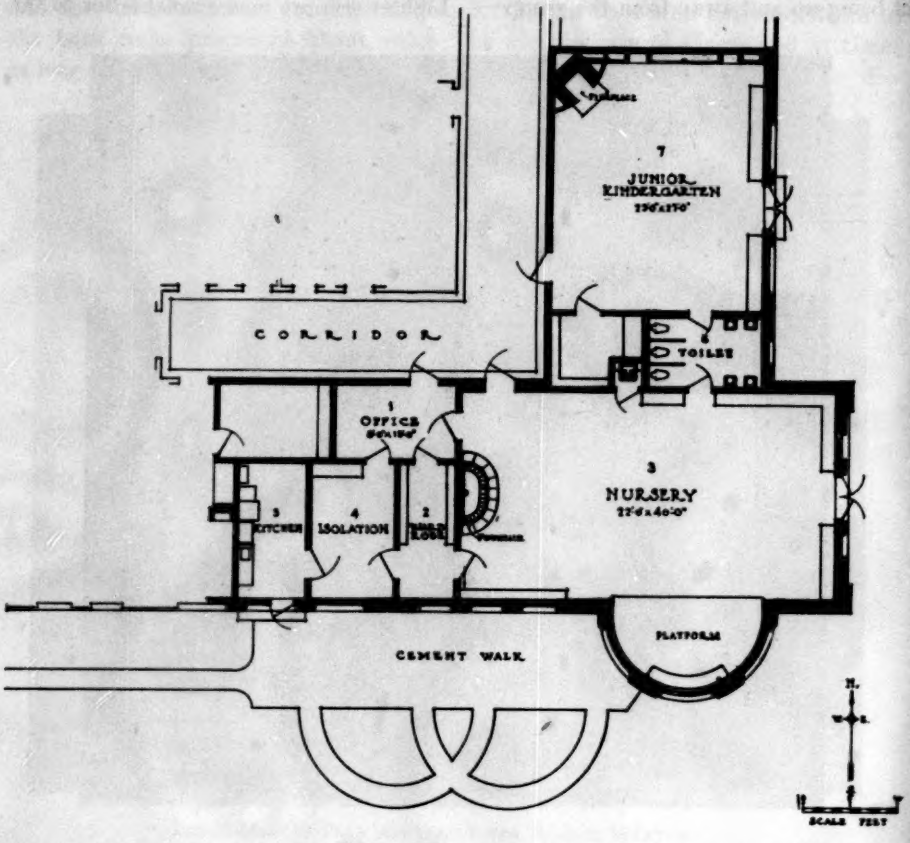


Sailing Boats in the Faience Tile Bowl

will be going on there, or again, it may be used for paddling hands and sailing toys.

In the wardrobe a raised platform has been provided so that each child may sit down as necessary under his own hooks. The platforms are 12 inches wide and are divided by ½-inch rounded strips into 14-inch individual spaces. Cots and blankets will be stored on dollies in Room No. 4 when not in use, and will be rolled back and forth from the Isolation Room to the Nursery School as needed. Daily luncheons with all appurtenances will likewise be rolled in on a serving table from the Kitchenette Room No. 5, where all food will be prepared. So much for the indoor facilities.

Out-of-doors on the south side a cement play space, approximately 12 by 40 feet, has been set where it has East and West exposure. Semicircular runways 24 inches wide attached to the platform at the south side (indicated on the floor plan) will necessitate child-made traffic regulations and should afford fun. Sturdy apparatus was built by a local carpenter at a cost of $32.75. It was first planned by a nursery school



MAIN FLOOR PLAN, WINNETKA NURSERY SCHOOL, WINNETKA, ILLINOIS; ALFRED S. ALSCHULER, INC., ARCHITECT

mother for her own children. It gives opportunities for varied activities and six or eight children play on it frequently at one time. The sand box was home-made and planned so that when closed, as it is much of the winter, it can be used for climbing on one side; 1½-inch strips have been placed 12 inches apart to enable small children to climb or crawl up; sometimes a helping hand is needed on the down-hill trip. The two sloping top pieces rest level when open so that the children can sit on them and play. When the sand box is closed the narrow board on which the tops otherwise rest make good walking boards. They are 6 inches wide and about 8 inches above ground level and remind us of the copings and fence rails we walked with great joy in the days of long ago. The apparatus which looks like a teeter board was made at home by a 12-year-old boy—large dowel sticks, 8-inch boards, and paint made this useful piece of material which was adapted from photographs of material which is ordinarily marketed at about triple the cost of this piece of apparatus to us. It is especially recommended for its varied possibilities.

The nursery school is an unplowed and undeveloped field—every interesting unit, and there are a number of them, is developing new materials and equipment. At present it is difficult to say what will survive and what should survive. Meantime our very lack of knowledge and prescribed standards and materials create an unlimited opportunity for experimentation and should be a constant challenge to nursery school workers.

Learning in Playtime

MABEL TRAVIS WOOD

Playground and Recreation Association of America

A SCHOOL teacher who died recently left a large part of her estate to the city for a children's playground. Her cousins attacked the will on the grounds that it created a perpetuity. But the Supreme Court of Michigan cited a statute exempting educational bequests from the ordinary provisions as to perpetuity and declared "the opportunity for play and exercise is now considered part of a child's education."

Here is an example of the quick passing of the idea that children's play is aimless amusement. A court of justice now upholds a theory which twenty years ago would have classed a parent or teacher as progressive. Play is education. The game has a value beyond muscles; sport and schooling go hand-in-hand in child training.

Even more impressive is the fact that city fathers are considering children's play a public charge and appropriating for it with increasing generosity. More than eight hundred towns and cities now realize that their duty to their children's education does not end with providing schools and school teachers. They are maintaining play centers and hiring trained recreation leaders to direct young people in a wholesome and constructive use of their spare time. Sometimes this work is a department of the school system, but the tendency seems more and more to make it a separate department of government, administered by a Recreation Commission.

When the Playground and Recreation Association of America was organized in 1906, only forty-one cities had playgrounds under leadership. The number has since increased to 815 cities, over three hundred of which have started their recreation programs within the last five years. A total of 10,770 directed public playgrounds and recreation centers was reported to the 1927 Year Book of the Association. This exceeded by 647 the number reported for 1926. The 1927 expenditure for municipal recreation—$32,191,763—contrasts encouragingly with the $9,317,000 reported five years before.

The reasons for this growing municipal attention to play is three-fold. Cities have found that organized recreation brings important returns in child health, safety, and character building. Fewer child lives are blotted out by street traffic in districts served by playgrounds. Juvenile courts and reformatories lose their customers when boys and girls have something interesting to occupy their hours outside school. Lessons of cooperation and loyalty are learned more successfully on the playfield then in the classroom.

Also there has come to the community the realization that the home can no longer cope unaided with the problem of the child's recreation. In these days of complex living, the home is losing its traditional place as a family recreation center. One of the services of public recreation departments has been to help

families with their problems of home play by dispensing ideas on games and other recreations and for building a playground in the backyard. But community effort must supplement that of the home, cities recognize, for the essential task of training children to use their leisure wisely.

For one thing, the home can no longer give children the space they need for active recreation. The backyard has been shrinking in size and often provides room for little besides the garage and ash-cans. The neighborhood vacant lot, where children used to congregate for their play, is disappearing likewise. Without community playgrounds, many children would not have room for the lively games so necessary to health and muscular development.

Jay B. Nash, associate professor of physical education at New York University, says, "For proper growth and development children should have four to six hours a day of vigorous play. Playing jacks, marbles, or playing the piano cannot be classed as vigorous. In the play activity there should be plenty of running, skipping, chasing, dodging, and climbing in the open." At the recent National Recreation Congress, Professor Nash pointed out that we cannot any more give a child all the physical activity he needs in a twenty-minute school gymnasium period than we can "give him a pill and say 'Here is your breakfast, lunch, and dinner.'" Other specialists in physical education are of the same opinion.

From a summer activity only, playgrounds are extending to a year-round one. Three hundred and twenty-one cities kept their play centers open the whole year in 1927, as against 215 cities in 1922. Year-round play leadership is an economy in the long run, they find, since it insures the maximum use of expensive land and equipment. More important, it affords exercise in the open air at a time when children need it particularly—after they have been sitting in school for hours at a stretch. Winter sports, organized for safety and health, bring glowing cheeks and the thrill of competition to boys and girls in some 230 cities.

Many people still think of the playground program as just games and exercise on the apparatus. This was all the early playgrounds offered. But now a variety of other activities have been added. Chief among them is handcraft, which supplies the opportunity for constructive effort that children rarely find at home in this day of labor-saving devices. Sewing, basketry, woodworking, and toy-making are popular handcrafts. In the last two years model airplane building has been added, and has enlisted more than 20,000 boys and girls. This handcraft is providing a basic education in elementary aviation, according to Colonel Charles A. Lindbergh, who is co-chairman of the committee for the National Playground Miniature Aircraft Tournament. "When a boy is absorbed in making a model glider that will fly, no one need worry about his getting into mischief," remarked one recreation director.

A love of music is fostered in community play centers through singing, toy symphonies and clubs which play the ukulele and harmonica. Drama is encouraged through informal plays and story telling. A number of cities have outdoor theatres on the playground; others have children's theatres as an indoor recreation feature.

Playgrounds in more than a hundred cities have self-government programs, through which the children gain first-

hand knowledge of city government. The grounds are run as junior republics by the children, who elect a mayor, police, and other officials. The Play Village of the Smith Memorial Playgrounds in Philadelphia is one of these busy model towns, where everyone shares in the duties of citizenship. Last summer a little girl who frequents this playground was heard to announce, with pride, "I began in this village as just a common mother, and now I'm the Mayor."

Evanston, Illinois claims "the youngest newspaper staff in the world." They are playground children, who publish a complete newspaper of their own. What better training in composition than to report and edit happenings that loom large on the horizon of the child's world?

Recreation departments are taking into consideration the child's own desires and inclinations in play, and not foisting upon him the sort of play grownups think he should have. After sitting in on a meeting on "The kind of equipment a child wants" at the Recreation Congress, the writer was convinced that one of the first aims of the country's leading directors is to cut the program to fit the child, and not vice versa. The conclusion of the meeting was, "Children want simple things. They want to be led from where they are to some other place by a way that they can understand and retrace—They want ability. They have hands and feet and eyes and sensibilities which they want to apply, and they want us to show them how to apply them. They don't want us to hand them all kinds of apparatus, that is, overwhelmingly. These are great possessions and great possessions submerge the individual."

Leadership is the most important factor in the success of a recreation program, states the Playground and Recreation Association of America as the result of its twenty-one years' experience in organizing public recreation systems and serving in an advisory capacity to cities which have started them. A playground can be a positive menace unless it is directed. The bullies rule, and the apparatus is carried off or injured.

The trained leader knows how to classify boys and girls so that a large number of teams can be organized, instead of just one representing the largest and strongest children. In supervising, he does not rob the games of their freedom. He makes the day's schedule elastic, and when the children of their own accord have found a wholesome pursuit, he lets them develop it along their own lines. But he is always ready to offer suggestions when the ingenuity of the youngsters themselves begins to fail.

Because of this, the most encouraging increase in public recreation during the past five years has been the increase in the number of trained leaders employed from some eleven thousand to twenty thousand, about three thousand of them employed the year round. The work of this corps is as truly educational as that of the school teachers. If, as scientists and economists predict, the use of automatic machinery will shorten our working hours even further, the problem of the wise use of spare time will become more and more urgent. America's playgrounds and other public recreation resources are still far from meeting the need. But, this movement, now steadily growing, holds forth a happy promise that the spirit of spontaneous play will not be lost in the speed and prosperity of a machine age.

Homemade Playthings

LOVISA C. WAGONER

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THE child inevitably draws his play materials from his environment and models his activities upon those he sees going on about him. Whether deliberately or not, the adults of the family determine what the child's play materials and models shall be.

Since the educational value of play lies largely in its spontaneity, it may be of interest to study certain play materials drawn from the child's immediate environment. Such materials offer a maximum opportunity for spontaneous use, and provide a source of first-hand knowledge concerning the qualities and possibilities of common objects.

Homemade playthings, obviously, are the product of the child's own surroundings. As such, they offer an opportunity for development of the ability to mold materials to suit individual needs. Those that are the product of the child's own effort help to keep him in touch with reality. The making of playthings often requires the collaboration of various members of the household; by this working together, family feeling is strengthened. The best social life lies in "doing something together."

Construction is valuable not only for its own sake in that it develops skill in the handling of materials, gives sensory and perceptual experiences, helps the child to get a first-hand knowledge of facts on which thinking depends, but also in that it is the expression of an idea, the forcing of materials to conform to an inner purpose.

Play materials of today tend to be complicated; children are surrounded with mechanized completed toys which leave little opportunity for display of the child's own creativeness.

Yet every household is rich in raw materials for homemade toys. Everyone knows the joy children find in little things that for the adult have no value. Homemade toys are frequently made by the adult in response to a demand of the child. When the child is the manufacturer they represent an attempt to satisfy a demand of which he is conscious.

As a preliminary step in the study of playthings, groups of mothers in preschool study circles[1] were asked to describe the "best homemade toy your child has," to tell who made it and the age of the child. The replies of ninety-seven mothers, some of whom described more than one toy, show that homemade toys are two sorts; those made by adults, and those made by the child himself. Toys made by adults range in complexity from dolls cut out of paper, to a toy cupboard made by a carpenter and a tractor made by a father. Those made by children ranged in complexity from a box cover turned up to make a slide, to a radio made of boxes, cans, and wire. The child was considered as the "maker" in all cases when the toy consisted of such materials as boxes, jar lids, or clothespins, manipulated by the child so as

[1] Through the kindness of Mrs. Alma H. Jones, Extension Division, Iowa State College.

to be transformed into vehicles for play.

Since the returns are from pre-school study groups, it is natural that the reports should largely concern toys made for and by young children. In fact, two-thirds of the children are under five. The age distribution of the ninety-five children whose ages were given is:

Age distribution

	AGE							
	Under 2 years	2 years	3 years	4 years	5 years	6 years	7 years	8 to 13 years
Number of children	8	15	16	20	9	8	7	12
Total								95

Both median and mode of this age distribution fall in the fourth year. Of the 108 toys described nearly half (forty-three) were made by the child himself. This fact emphasizes the interest of the child in construction and his inventiveness in making use of the materials of his environment to serve his own ends.

Eight different playthings were made by the children and fifty-seven by adults. The distribution of "makers" follows:

Persons making toys

PERSON	NUMBER OF TOYS
Mother	14
Father	18
Brother or sister	6
Other relatives	19
Friends	2
Carpenter	3
Playmates	2
The child	43
Total	108

Several mothers listed more than one toy, as "sled, windmill, kite made by father." The seventy-three toys made by adults were grouped as follows:

Toys made by adults

PLAYTHING	NUMBER
Dolls	16
Doll furniture and houses	17
Stuffed animals	3
Games	2
Tools	3
Vehicles	13
Slides and swings	4
Kite	1
Windmill	1
Sand boxes	4
Picture books	2
Buildings	3
Blocks	1
Child's furniture	3
Total	73

Thirty-three of the total number playthings were concerned with dolls, thirteen were vehicles such as wagons, autos; eleven might be classed as "playground apparatus."

The playthings made by the children themselves are grouped as follows:

Playthings made by children

PLAYTHING	NUMBER
Dolls and doll things	10
Vehicles	4
Buildings	3
Scrapbooks	3
Radio	2
Fiddle	1
Tool chest	1
Pop gun	1
Slide	1
Drum	1
Objects simply manipulated	17
Total	44

As would be expected, the toys made by the children were much simpler.

representing far less manipulative skill than those made by adults. They illustrate the play value of little, everyday things. In 17 of the 42 cases, these toys resulted from manipulation of play materials with practically no construction involved, e.g. boxes, used for containers, to drag about; stringing of spools. The more elaborate constructions of the children range greatly in complexity and include vehicles, dolls, scrapbooks, a drum made from an empty cereal box, a fiddle made from a long and a short ruler, with the music provided by the vocalization of the fiddlers, aged 3 and 5, an automobile made from boxes and engine wheels.

These mothers were also asked to state "which of his toys does he like best." As might be expected, the playthings named were so widely scattered and the total number so small that no significant summary is possible. Dolls predominated for the girls. Whether this is due to actual choice or whether girls are more or less limited in their range, because adults present them with dolls and expect them to enjoy dolls and doll things, is a question. Of the 84 toys named as favorites, twenty-three were dolls or doll things; eighteen were vehicles. The outlet for activity provided by the latter type of playthings would account for its popularity.

Only ten were materials that might be found around any house, such as boxes, spools, paper. Sixteen were homemade.

It would seem that adults are not availing themselves of the possibilities of play equipment offered by the wealth of advertising materials, by containers of all sorts, and similar riches which lie around any household. Progressive schools have amply demonstrated the educational values to be derived from the constructive use of such materials. Surely the home ought not to fall behind in teaching resourcefulness, in adapting materials at hand to meet a present need, instead of encouraging dependence upon equipment provided by the inventiveness of others.

Information concerning homemade playthings ought to increase our understanding of the play demands of the child, our insight into the play resources of the present day home, and indicate how such resources might be utilized for the more adequate education of the child.

Materials About the Home Which May Be Used as Playthings

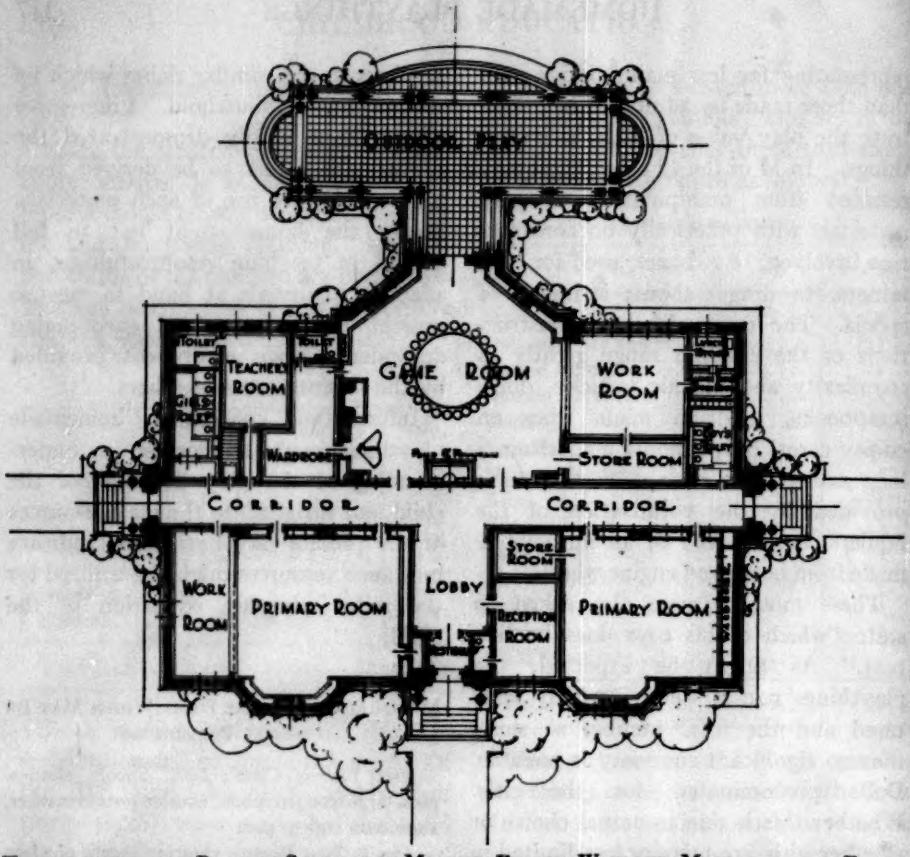
First Year of Child's Life. Spools, clothespins, large wooden spoon, wooden potato masher, aluminum cup or pan.

One to Two Years. Quarter sheets of plain white paper to crumple and tear, basket to fill with small objects such as pebbles, empty boxes, smooth-edged kitchen utensils, boxes to be pulled about by string, wheel between two sticks, to push, wagon made of spools, animals made from stockings or other soft material.

Two to Three Years. Pans with covers that fit in snugly, boxes with covers, cloth bags stuffed with crumpled newspaper, cart made from box, stocking dolls, pegs cut from dowelling to be stuck in holes bored in block, picture book.

Three to Four Years. Large packing boxes, boards, string, scraps of cloth, small ladder, slide, train made of boxes.

Four to Five Years. Catalogues and magazines to cut up, scrap book, horizontal bar, doll bassinet made from grape basket, doll bed or cradle made from box, kites.



KINDERGARTEN AND PRIMARY SCHOOL FOR MORRILL ESTATE, WAYLAND, MASSACHUSETTS; FRANK IRVING COOPER CORPORATION, ARCHITECTS, BOSTON, MASSACHUSETTS

Kindergarten Freedom for the Primary Child. The kindergarten in this building is planned to us such material as is found in the kindergarten of Columbia College.

There is a good-sized wardrobe for outdoor wraps, and a room for the storage of lunch baskets. This room has a sink, lavatory, and table with electric appliances for heating water, soup, etc.

There is a special teachers' room and a parents' reception room.

Corridor partitions are filled with glass so that visitors may observe the work of the school without going into the rooms.

There is an outdoor arbor or loggia for the kindergarteners to use in pleasant weather.

The two primary rooms are each over-sized rooms for classes of forty pupils, using movable furniture. Low wall cases are placed at all available wall spaces. There is a one-half size room for special work by small groups or by individuals from the primary classes.

Toilet rooms are conveniently placed for use by the teachers, visitors, kindergarten and primary pupils.

The intention of this plan is to give the primary child freedom beyond that usually experienced in first and second grades housed in the usual school building.

FRANK IRVING COOPER.

Libraries in Classrooms

A. J. STODDARD
Schenectady, N. Y.

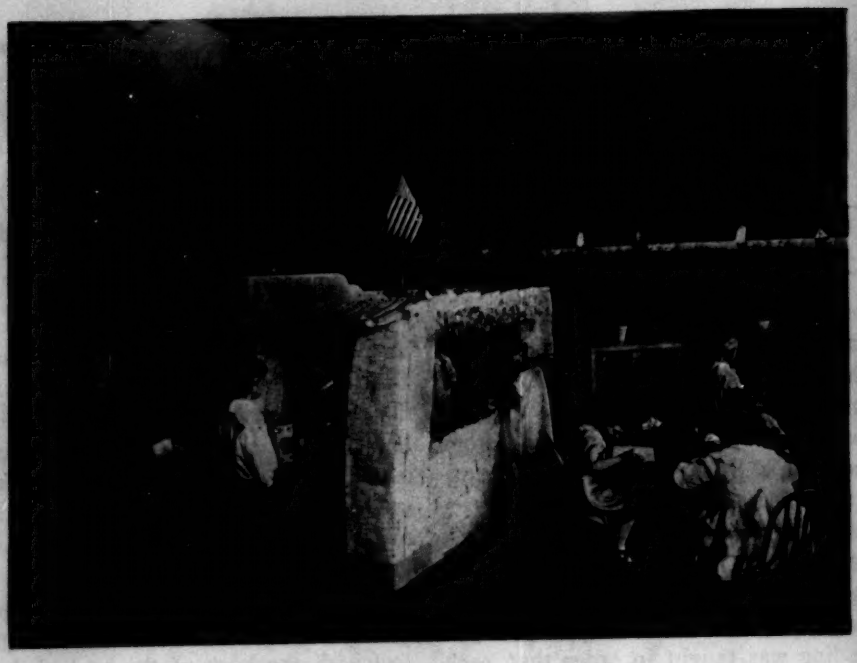
THAT the American public is essentially a reading public is evidenced by the quantity and variety of books, newspapers, and magazines for sale in bookstores and newsstands; also by the per cent of time Americans spend in reading on trains, street cars, or commuting to and from their work. This would not be so true if public education in America had been restricted to a favored few or if the schools from Colonial days to the present had not made the teaching of reading their major purpose. From the days when reading was taught in order that each person should be able to read his Bible to the present time when it is taught so that each citizen may be able to interpret his daily paper and enrich his life with much reading in his leisure, the schools have devoted most of their time to the subject of reading.

The World War showed us that, although reading was being taught in the public schools, it was not always functioning satisfactorily in the later lives of the pupils. To obviate this, the elementary public schools of America are now trying not only to teach reading but to teach it in such a way that children will enjoy reading; that they will form the habit of using some of their unassigned time in and out of school in reading; that they will develop the ability to judge the worth of what they read; and that they may cultivate an appreciation for the best material available along the lines of their individual interests.

In order to accomplish this broader purpose with as much dispatch as possible, the Board of Education of Schenectady, New York, is installing in each kindergarten and elementary grade classroom a corner library, which consists of a library table of suitable height, four chairs, some open book-shelves, and as many books as can be provided which are of interest to the age-grade level and of a difficulty suited to the reading ability of the grade.

The library unit is usually arranged near a window to secure sufficient light and with the back of the book-shelves facing the room. The bookcase then acts as a screen to shut the readers away from the rest of the workers distributed about the room and thereby makes the library corner private, cosy, and comfortable. On the back of the book-shelves there is a bulletin board which is used for notices or pictures and makes that area more attractive. Within the library corner another bulletin board appears. On this are posted the notices that relate to the library books, to library habits, to assignments for reference work and here also are placed the clippings and illustrations that correlate with the work being carried on in the library at any particular time.

The presence of this desirable equipment helps the teacher interest those children in books who are not accustomed to books and makes it possible for her to further the interests of the children already familiar with books and libraries.



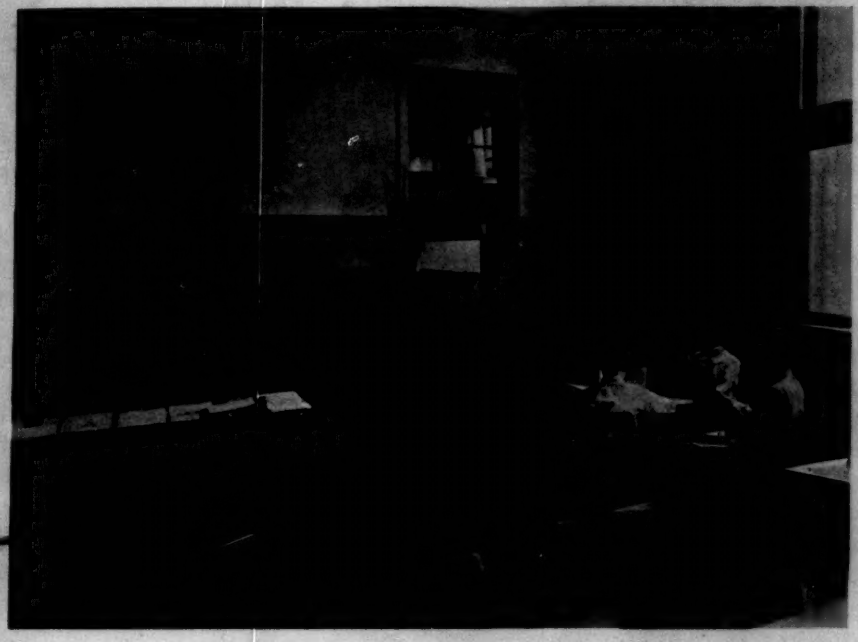
KINDERGARTEN "READING" CORNER

IMPROVISED LIBRARY FURNITURE

The kindergarten and first grade children are encouraged to read the picture books, to select a favorite picture and bring it to the teacher for her to read the part of the story that goes with the picture.

Some first grade children, since the introduction of this equipment in the Schenectady schools, have taught themselves to read by using the library books, many of which are single copies of reading books that are frequently used as a toy and then decipher a new fact to add to the class discussion which follows.

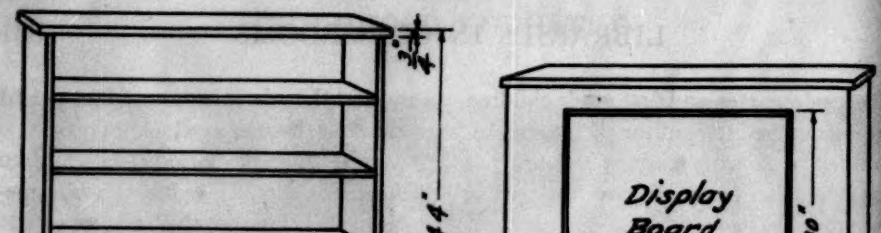
At the library period the children make plans for improving the management of their library, give brief reports to all the children on stories or books they have completed, read aloud the most interesting paragraph, page, or incident, or report individually to the teacher, discuss what they have read and, with the teacher's help, record on their

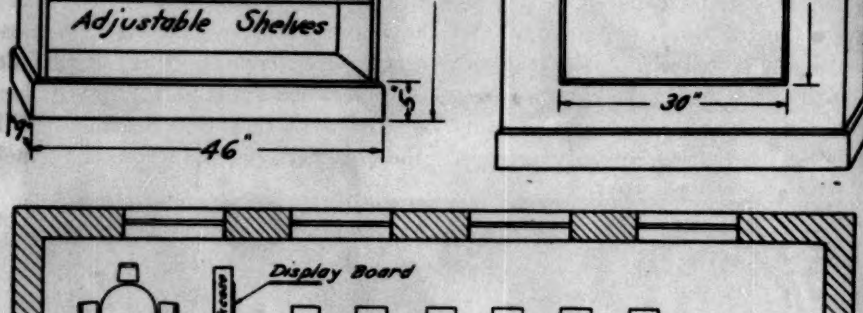


FURNITURE OF THE STANDARD TYPE

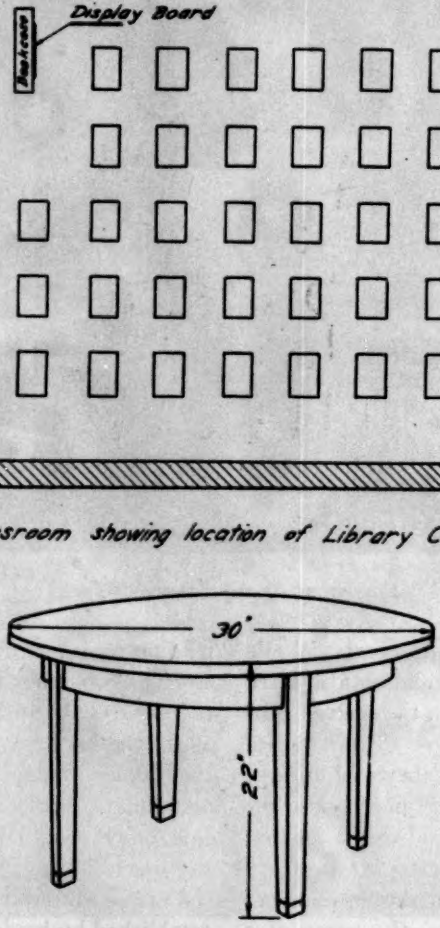
basal or supplementary texts. While learning to read, the children also learn how to take books from the shelves, how to open new books, how to turn pages, how to sign for a book they wish to take from the library corner, how to use the table of contents to find other versions of some story read in class. Later they learn how to locate in simple reference books a desired topic—the name of a bird, tree, or flower, a people, a place, or reading-record-card: the name of the story or book they have completed with the name of the author and some remark as to whether they liked or did not like the book. These remarks are direct and brief. For example: "Liked it—it is funny;" or, "Didn't like it—it didn't say much."

Further interest in the library is established by having the children select a child to act as librarian for a stated





Classroom showing location of Library Corner.



Library Table

period. All the children also help select the new books for the library. They are encouraged to read extensively in the library when they have completed assigned work, when they are excused from certain recitations or drills because of previous superior work, and at times when they may choose their own work. Much of this extensive reading is not checked by the teacher except as she notes the allusions the children make to her or to the other children as to facts they have learned or incidents read.

Throughout this work in the kindergarten and the grades, attention is paid to setting up standards with the children by which they may be able to select the best reading matter available. The children may discuss two versions of the same story and decide which they like best and why. Their reasons may be similar to the following:

"It is longer—it tells more."
"It says it in a funny way."
"These pictures are prettier in color."
"These pictures don't all run together."
"I can read it faster in this book." (Plainer type, thicker paper, better phrasing, etc.)

Again, the children may discuss a single story and decide they don't like it because the hero didn't really play a joke on his father but really told a lie; or the hero wasn't a good citizen to throw fruit skins on sidewalks; or they may say, "I don't think Joe would have tripped that boy in that game for he did no other mean thing all through the book."

Some teachers list the children's reasons under a heading: "We like books that are:" Such a list aids children in deciding what they think of other books they read and gradually makes even the less principled child more fastidious about the thought in his reading matter. To assure the child of good reading in the home, many teachers and principals offer to help parents select the Christmas and birthday gift books. Sometimes they work with local bookstores and have books on display in the school building weeks at a time.

Children as well as adults enjoy doing what they can do easily. If Schenectady's children learn to read rapidly and acquire definite library skills in accordance with the library objectives we are at present setting up, we feel certain that by the time they leave school they will enjoy reading enough so that reading will function profitably and pleasurably in their future lives. Moreover, it contributes to much richer living during childhood.

Creative Song

MABELLE GLENN

Director of Music, Kansas City, Missouri

THE desire for self expression in song grows from much rote song experience. Therefore, in first and second grades each child should experience many short songs, folk songs being most desirable. There should be a song for every activity so that little bits of melody and musical imagery find a place in every activity of the school room.

In first and second grades the child may desire to create short poetic thoughts with tunes. Such activity should be encouraged but a teacher should guard against allowing creative work to occupy so much time there is no opportunity to increase the child's musical vocabulary. We do not expect children to create stories before they know words, neither should we expect them to create tunes before they have had a wide acquaintance with tunes.

At the end of second grade every child should know over one hundred short songs of the folk song type. These songs are learned by imitation; that is, the teacher sings and the child repeats after the teacher until the song is the child's possession.

Before describing the creative effort of a third grade class in Ladd School in Kansas City, let me tell of the previous experience of these children. In first grade they had been given individual attention in tone matching and rote song singing so that every child could carry a tune, though one boy had never been able to move his tones far up or down the scale. In second grade they had learned by rote the so-fa syllables to eight of their four phrase folk songs and through this experience a feeling for tonal relationship had been established. Out of this activity had grown the game of teacher singing a short tune with *loo*, a child answering with the proper so-fa syllables.

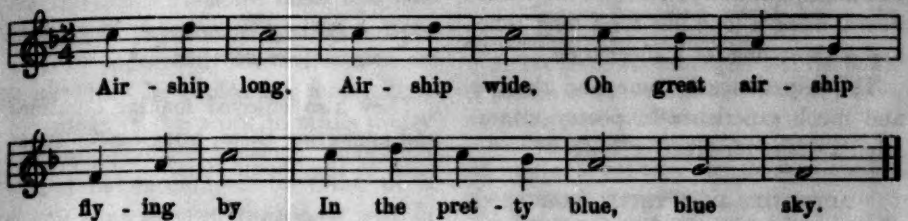
Not until the last part of second grade did these children see a printed page of music and then they observed only the eight "work" songs to which they had learned by rote the so-fa syllables. Through the eye picture of these eight familiar songs, they learned something of notation, the position of do-mi-so-do in several keys, and the appearance of neighboring tones with tonic chord tones. They also had pictured with their hands and on the blackboard the direction of many familiar melodies.

RHYTHMIC EXPERIENCE

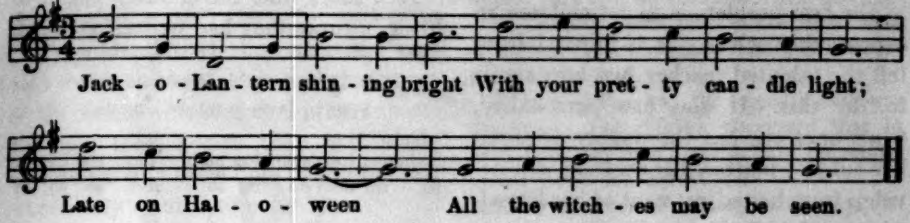
From the beginning of first grade they had heard excerpts of music for running, skipping, graceful stepping, swaying, galloping, etc. They had not only followed these selections in rhythm but in mood. Later they had indicated the ends of phrases by a change in direction of their movements and had observed repetition of phrases by repetition of action.

They had listened to very simple tunes made of long and short tones, and

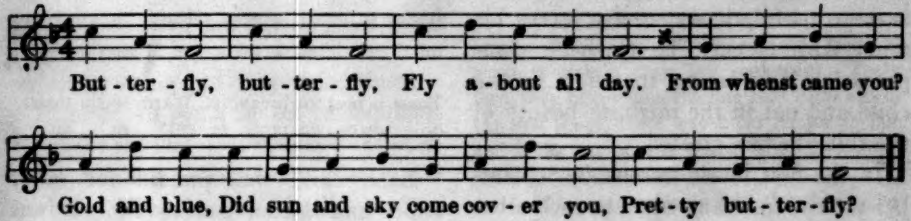
The Airship "Los Angeles"



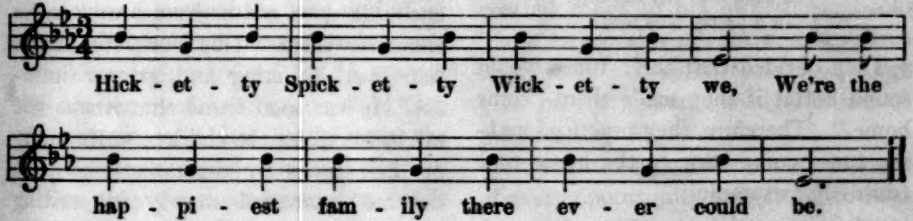
Jack-O-Lantern



Butterfly



Hicketty Spicketty



had stepped these tunes. They also had made duration pictures on the blackboard, using a long line for a long tone, and a short line for a short tone.

This experience in tune and rhythm and much experience in poetry stimulated a desire for creative song.

ACTIVITIES IN A THIRD GRADE

I am giving you the first three months experience of this third grade class in creating songs much of it in the words of their teacher, Miss Neely.

The first problem is to get children to express themselves. It is impossible to tell the talented teacher just how she is to do this. If she has personality, when once she has thoroughly acquired her subject matter, her method will develop from her adjustment of her knowledge to the particular situation. Facts are merely the storehouse from which to draw, as the child himself reaches for knowledge. The teacher who develops constructive tendencies in the child is more useful than one who stores his mind with facts. The teacher's compensation is in seeing the effect on the child and not in the intrinsic beauty of the thing he has created.

In the first music lessons in September the children sang often to each other about something they had noticed on the way to school; for example:

Pretty leaves are swaying.
The wind is gently blowing.
I saw a pretty blue bird.

They decided that their tunes would sound better if they made them "come home." Therefore, they practiced making tunes come back to the home tone (do). For example:

Oh I love you pretty world
mi mi re re do do do

See the world old trees,
do re mi mi mi mi

Shivering in the breeze.
mi re do re do

They also enjoyed making questions and answering them, bringing the tunes back to the "home tone."

What does little birdie say?
do do mi mi so so so
Peep Peep Peep.
so mi do.

In a short time the children began to bring in tunes they had written at home.

Come little birdie sing to me
so la so fa mi re mi do

Swinging low, swinging high. Thru the air we
so mi do do mi so so so so so

gaily fly.
mi so

Walk up slowly, come down very fast.
do re mi fa so fa mi re do

Warm, warm toast, Warm, warm toast,
mi re do mi re do

Toast is best for breakfast, Warm warm toast.
do do do do re re mi re do

Each child was praised for every effort and encouraged to try. It was often necessary to help him correct his song and sometimes the class suggested changes in a tune to make it more pleasing. At the beginning children were encouraged to write rhymes and make tunes for them. This work stimulated individual thinking and greater interest. It was soon found that it was not advisable to let the children write many of their tunes by themselves, as they became interested merely in writing notes regardless of the tunes expressed. So most of our tunes were made in class

and written on the blackboard by different children. Then the child who had thought of the tune was given a large sheet of paper with the staff drawn on it on which he copied his song. It is important in this work to stress pretty tunes and poetic expressions. The child should be encouraged to think of a pretty tune and to have it so well in mind that he can sing the same tune over several times. The children helped to decide what the syllables to the tune were. Then one child placed the notes on the staff.

They found that they accented certain words in their songs and that some of the words were long and others short. So they took poems they had made themselves and drew lines in front of the words they wanted to accent, as:

/*Red*/*leaves*/golden/*brown*
/Dancing/all a/round the/*town*.

Then they drew lines under the words or portion of words where they wanted long tones. They also showed the tone values by swinging and stepping them.

In order to get a better understanding of the rhythm in our tunes we studied some familiar song from our music readers. The Dolly's Lullaby, The Little Sister's Lullaby, and The Little Huntsman have simple rhythmic patterns for this study. We accented this music, found the ends of phrases, swung rhythm and stepped the long and short tones. We noticed the note values and how the words were written in a song. We also enjoyed having one child clap the pattern to a first grade song, the class naming the tune which was clapped.

The songs in these pages were made according to this plan:

1. The poem was written under a staff on the blackboard.
2. Measure bars were placed before the accented words by the children.
3. The poem was read again and the words or portion of the words which were to receive more time were underlined.
4. The rhythm pattern was examined to see whether or not there were the same number of measures in each phrase.
5. Several children suggested a tune for the first phrase and the class voted on the tune it preferred. (In this work the teacher must be able to jot down on a piece of paper the syllables suggested for each phrase so that she can sing or play each tune for the class several times.)
6. The class would think of the proper so-fa syllables to the first phrase and some child would put it on the staff.
7. In a similar way the second phrase was developed. The children discovered that in most cases they didn't care to have the second phrase end on the "home" tone.
8. By observation of many songs they discovered that very often they liked to have the third phrase similar to the first phrase.
9. Unless the last phrase was a question the children decided that they preferred having the last phrase of the song end on do.
10. The children usually chose their own do, the teacher telling them where their do was located on the staff. They very soon began to want to put in their key signatures. Therefore, they began remembering that if do was on the first space, there was a flat on the fa line, and if do was on the second line there was a sharp on the ti line, etc.
11. They were able to add the time signature after they had written their first phrase because every song swings in twos or threes or fours.

Each child has a copy of all of these created songs in his own music book. They enjoy singing their songs both with words and syllables. These songs give reality and added significance to note reading.

In writing original songs use was made of every opportunity for getting content from other subjects, "Iren," "Hicketty

Spicketty," and "Old October" are tunes that were made from ideas found in reading. The children wanted to sing these tunes when they played the stories. Words in spelling suggested rhyme words for poems. Also words about special days have helped with ideas for this creative work in poetry.

The children have been encouraged to do research work, to bring in beautiful poems or stories and to read them for the enjoyment of the class. Particularly has the work of the lookout committee of our Good Citizenship Club furnished motives for individual creative work.

You will notice that the words as well as the tunes of the songs on this page were composed by the children. Together with the study of seasonable songs from our music books, the children have read many poems about fairies, brownies, clouds, wind, seasons, Nature, and other subjects. In their study of these poems they noticed beautiful expressions, rhyme words and how the atmosphere or feeling was produced.

All of the songs have been made about something the children were especially interested in at the time. Their study of Nature has made them interested in autumn and the changes that come. They were very much excited when the Los Angeles flew over our city. This furnished subject matter for language, art, music, and arithmetic. Their Halloween program furnished a good reason for writing songs and poems. Within the last few weeks they have had a keen interest in a new aquarium and two happy canary birds.

All of this shows that the urge for song writing becomes most compelling when the subject is dramatic and full of mood and color.

The best growth of the child comes through efforts that create something. Thus for the child to grow musically he must be given the opportunity to express himself in music.

To be musical is to feel and enjoy music, one's own and that of others. We believe that we love music, but as a rule we do not love it enough to take the trouble to make it, and most of our home music at present is reproduced and not home made. The study of music should help the individual to recognize and enjoy beauty and to express some form of beauty that is within him. "If it has not helped to make his life move in better adjustment to the 'rhythmic beat of Nature,' the fault lies not in the art, but in the use that has been made of it." It is the duty of the school to set up a regime in which the child can live and express himself.

Poems written by individuals in this third grade class which are to be set to music by the class:

Little canary in the cage,
Would you like to fly up high?
You could fly up in the sky,
And pass an airplane flying by.

Jack-o-lantern shining bright,
With your pretty candle light.
Late on Halloween,
All the witches may be seen,
Riding on their broomsticks, too,
Owls call out,
Twit to who-oo
I am coming to get you.
You ooo You ooo!
Wind is howling all around,
Oh it makes a funny sound.
Who-oo Who-o-o.

Bird, oh bird, come down to me,
And take me across the Atlantic sea.
And oh, away I shall go so high
Like a star in the sky.

I was in bed,
I heard a little squeak right at my head.
I looked up and what do you think,
I saw something standing there black as ink.
It was a witch.
She said, "Come play with me behind the tree."
There were brownies, fairies, and every other kind of little folk,
They played around a tree called an oak.
Suddenly we heard a noise
It said "oo oo I'll get you."
When I got home I was glad,
But I think the goblin was mad.

Two little canaries,
In their cages,
They seem as if they were on stages,
Singing, swaying,
Happily playing.
They sing tweet, tweet,
So very sweet.

When I am a good girl
And go to bed at night,
I see a little fairy, all dressed in silver white.
She dances on my pillow,
And circles round my head,
Then takes some silver cobwebs, and spreads them on my bed.

I know a little fairy,
And she is pleasant all the day
And if you go to look for her,
She'll always fly away.
The fairy wears a silver crown
And from the moon she flutters down,
At night she steps upon my bed
And puts sweet dreams into my head.

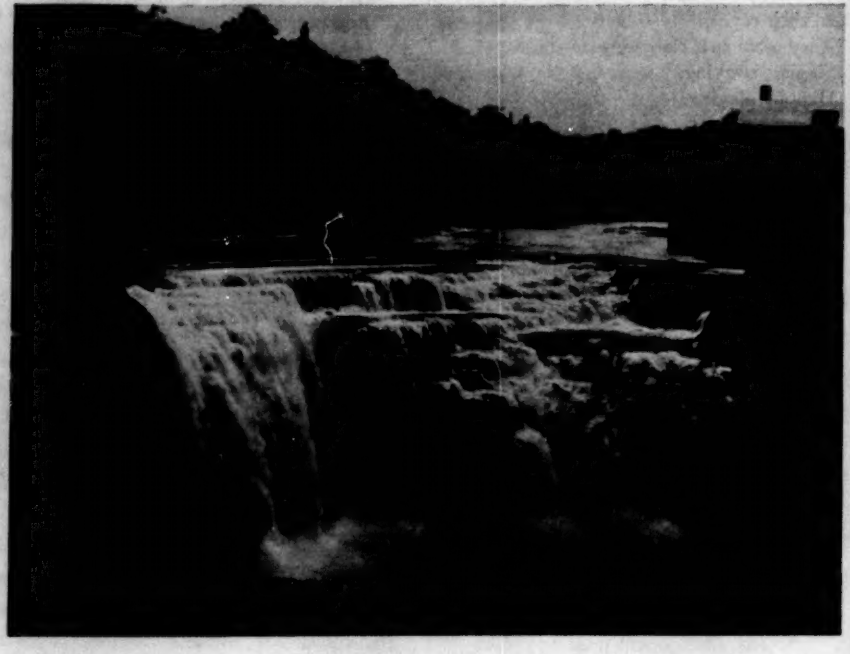
See the rain outside,
Let's go play in it.
Slip, slop, go our feet,
On the wet, wet street.

Welcome to Rochester

When Rochester gives its International Kindergarten Union guests the keys to the city for the annual convention April twenty-ninth to May second, it not only welcomes access to a wealth of educational interests but to scenic and civic points and places of unusual beauty.

acre Durand-Eastman Park extends along four miles of Ontario Lake shore, with its roadways through natural woods among hills and water scenes of unusual beauty. Nearby is Irondequoit Bay with scenic effects unequalled except by the Swiss Lakes.

On the opposite side of the city is High-



FALLS OF THE GENESEE

The "Beautiful City of the Genesee" is divided in half by the Genesee River which runs its swift way over the Falls and through the 212 foot high River Gorge between Maplewood and Seneca Parks to the Harbor of Charlotte on Lake Ontario six miles away.

On either side of the mouth of the river are fine bathing beaches and picnic parks.

Of Rochester's five large parks the 488

land Park with its rare collections of lilacs, rhododendrons, azaleas, and evergreen trees.

In blossoming time travellers from various parts of the world are attracted by the lilac fragrant atmosphere and symphony of colors displayed.

Rochester had its beginning about 1810 with a log cabin, a sawmill, and a gristmill busy with lumber and flour. When geog-

INDIAN TRAIL (MAPLEWOOD PARK)

ROCHESTER AT NIGHT (CANAL HARBOR)

raphies later taught that "Rochester has the largest flour mills in the world" it was called "The Flour City."

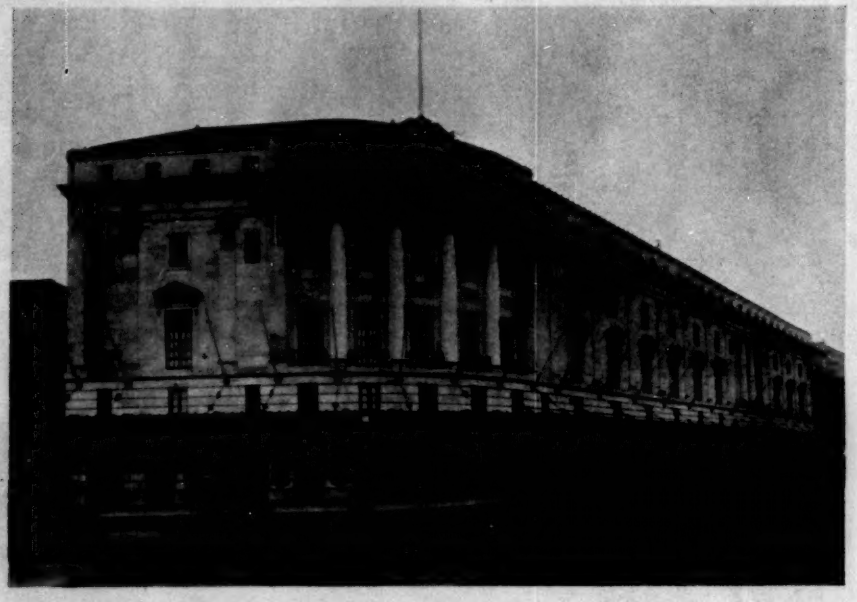
In 1860 the city had become encircled with flower-seed farms, and nurseries for fruit and ornamental trees and shrubs. When building lots were needed for homes for the rapidly increasing population houses were built among rare trees, shrubs, and flowers. Humble homes in the heart of the city today, and finer residences farther away are surrounded with many varieties of fruit trees, garden shrubs, and flowers. In blossoming season the entire city is a garden spot of fragrance and beauty. Truly Rochester is rightly called "The Flower City" and the "City of Beautiful Homes."

Few cities in the world have more beautiful streets than East Avenue with its stately overarching elms, palatial residences, and artistically planned gardens.

Oxford Street with its row of pink and white magnolia trees between two driveways, extends for a quarter of a mile and attracts thousands of visitors in the May time.

Rochester is most attractive to the motorist for within a fifty mile radius there are more summer resorts than are known in a similar area anywhere in the country. The Finger Lakes region of central New York is within easy motoring distance. The Genesee river with its High Banks, Portage Falls, and Letchworth Park with Indian lore are a delightful preparation for the wonders of Niagara Falls.

Rochester is probably best known the world round as "The Kodak City" with color photography and teaching films as its latest productions.



EASTMAN THEATER

Mr. Eastman's gift in 1922 of the Eastman Theatre for concerts and moving pictures, beautiful Kilbourn Hall for Chamber Music, the Philharmonic Orchestra, and the Eastman School of Music with its progressive and far reaching influence, are rapidly transforming Rochester into a Musical City.

MARY JEAN MILLER,
Director Kindergarten-Primary Education,
Rochester City Normal School.

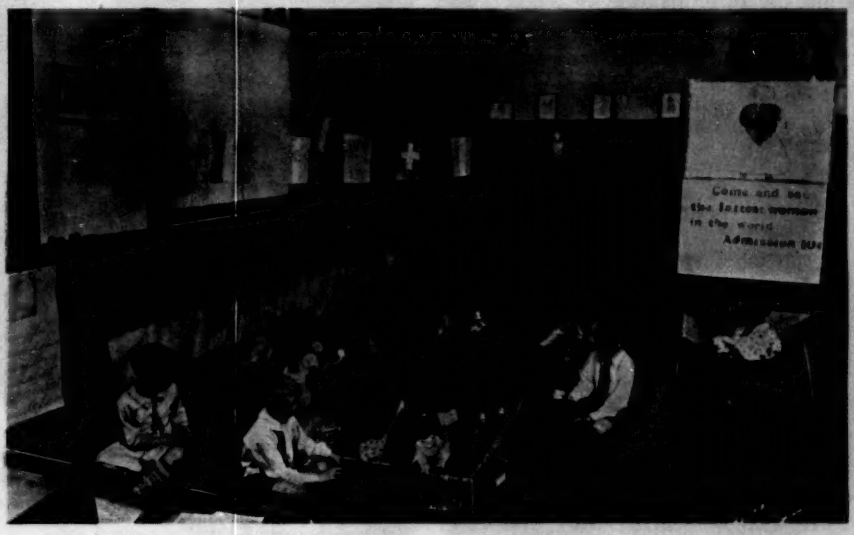
The Teachers' Laboratory

Live Exhibits

It was Schenectady's turn this fall to entertain the six thousand teachers in the Eastern District of New York State during their annual association meeting. Knowing how teachers appreciate demonstration work and realizing how little actual classroom work can be shown in any one demonstration lesson, it was decided to transfer certain schoolrooms as completely as possible to a vacant room in the Arcade leading to a theater in which the morning sessions of the association were to be held. This room is about sixty-five feet long with a width of ten feet at one end and twenty-four feet at the other. Both sides of the room are practically all glass.

The space described was divided into four rooms by the use of burlap screens, three feet in height, which were borrowed from one of the city kindergarten rooms. In these rooms seventy-five children under the direction of four teachers worked on the Thursday and Friday of the convention days. Half of the children were scheduled from 11:30 to 1:30 and the other half from 3:30 to 4:30 each day.

In one room kindergarten children under teacher direction, with modern equipment and a modern program, were learning to work and play together and to respect the rights of each other. In another room, first grade children, under the direction of the teacher, were learning to read in connection with the interesting activity of playing circus. In a third room, sixth grade children were doing library work with the equipment provided for a corner in each elementary classroom. They were working in the presence of the teacher but from directions written by the teacher and posted on the library bulletin board. The



A Live Feature of a Live Exhibit

directions were varied and of individual interest to the pupil working, thereby allowing the library work to interest the child and enrich his life. In the fourth room, at the seven double easels, fourteen children representing all grades from beginning first to advanced sixth worked with crayons or paints. There was a teacher in this room, not to direct the work but to answer questions, to provide material, and to be on hand in case of emergencies. Each child worked according to his interests, but the results illustrated the new type of art work which correlates all subjects and encourages individual expression.

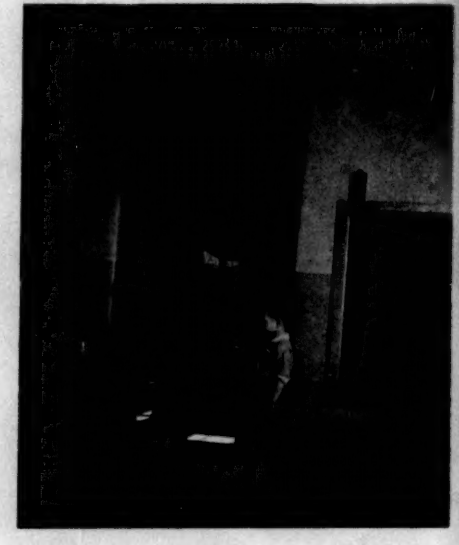
Judging from oral and written comments of observers, this live exhibit accomplished its purpose of illustrating to teachers and patrons the educational objectives the Schenectady Public Schools are emphasizing, and accomplished it without exploiting a child. The children worked naturally throughout the exhibit; the best example being that one first grade child went sound to sleep one day during the rest period!

M. Ethel Brown.

Learning-to-Grow Tools

Today the child stands in a flood of light cast over him by educator, physician, psychologist, and college bred parent. His activities are no longer considered as mere pastime but rather as the serious business of learning how to adjust to a strange and wonderful world. The child has a tremendous task before him. There are his muscles to develop and make strong, his five senses to satisfy, his thinking powers to exercise and his emotions to guide and control. For this task he must have "Tools to work withal."

The tools father uses in his work are called carpenters tools or maybe surgical instruments. The tools mother uses in her task of home making are called cooking utensils or household equipment. The tools the child uses in learning to grow into a worthy or unworthy member of society are called playthings. The adult's tools are limited to his trade or vocation but the child takes his from every nook and corner of his environment. Everything, from the pebbles under his feet to the new family radio set is a tool in his hands for his self education.

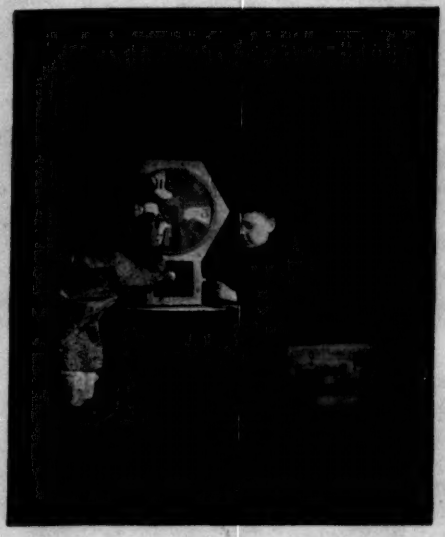


Putting up the swing is one of the many uses the children make of the ladder. They time their turns in the swing by the two minute glass.

It is your task, in whose care the child's lot is cast, to supply the tools or playthings that will best serve his purpose. And on your choice of playthings for him depends to a very high degree, the behavior of yourself and your child. It is well to keep in mind that all playthings do not come from toy-shops. Watch your child, study his needs and build his toys to fill them.

Here are three tests that every plaything put into the child's hands should pass.

1. Does it contribute to the child's physical, mental, and emotional well being?



The bell at the side of the puzzle clock is to use in striking the hour.

2. Does it hold the child's interest or, in other words, is it suited to the stage of development through which he is passing?
3. Is it substantial? Will it withstand the jerks and twists that poorly coördinated muscles give? The younger the child the stronger the toy should be.

According to these tests consider some of your child's playthings.

The ball—Will it bounce and play with him or is it made of such hard material that you are forced to say, "Don't throw it."

The doll—Is it soft and cuddly or is it so frail that the first slip out of little arms brings tragedy?

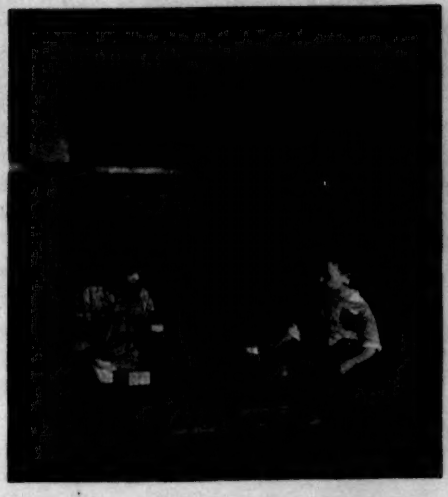
Weapons—missiles, clubs, bow and arrow, guns—Do they arouse the emotions we deem desirable in good citizens or do they put a premium on banditry?

Building blocks—Are they suited to the child's muscular development or are they too small and complicated?

Wheel toys—bicycle, tricycle, scooter, wagon—Do you feel safe in letting the child play with it alone or do you have to watch him for fear he will fall off and strike his head?

Wonder toys—prism, compass, magnet, magnifying glass—Are they the real things and not makeshifts?

Mechanical toys—toys that wind up or toys that embody some mechanical principles as the crank, the lever, the



These balances are especially interesting out-of-doors and in the sand table.

pulley—Is it made of tin that will rust and break and cut little fingers or is it an old coffee mill that will really grind wheat or a spool and a stick that you can wind string on?

From all this do not think that you can judge a toy completely. Only time

and the children can do that. In the accompanying illustrations are some toys that have stood the tests through years of use by hundreds of children.

EDWINA FALLIS.

Construction—Furniture and Character

Although any kindergarten should be proud of a complete equipment, the lack of it may prove to be the incentive for many interesting pieces of constructive work. With the exception of a set of dishes and a few small dolls the housekeeping facilitie had been a neglected factor in the kindergarten described below.

One small table had been used for teaparties, but when the alabastine paint was introduced for easel painting it was necessary to take this table for the jars of paint. What was to be done? Foreseeing the difficulty the teacher secured several corrugated boxes from the grocer and before long the children had selected one for a table. This having served its purpose for a few days, John suggested cutting the sides so it "would look like a real table." After this was done someone said, "We might cut pieces from other boxes and fit them in to look like legs." These pieces were securely fastened with strips of gummed paper, the table was painted, a table-cloth was made and teaparties proceeded as before. "We can make chairs, too," one suggested. Immediately two boxes were selected and in a few days the chairs were finished, having arms "just like Daddy's."

Enthusiasm seemed so contagious that for several weeks there was usually a group working on something for the doll-house. One day Jacqueline announced that she was goint to make a bed. She cut holes in the side so "baby could look out at Mother."

Then a dresser was started. This almost proved to be too great an undertaking for it must have drawers and a mirror. The perseverance of an older child, however, and the encouragement of the teacher, helped to spur them on until it, too, was completed. The radio with its dials, screws, battery and loud speaker (a tin funnel) was a source of pleasure, many concerts being broadcasted with solos by individual children. It would hardly be fair not to mention the piano. It was made by Wayne, who had never undertaken any big problem alone. Choosing a large box he tore off the thin layer of paper, leaving the corrugated part for keys. These were later painted black and white, while the remainder of the piano was tan to match the furniture. As shown in the small picture, many original melodies were sung and played at this make-believe instrument.

THE MAKER FINDS MELODIES IN CORRUGATED KEYS

The playhouse activity with many related ones continued throughout the year. Although it seems customary for many playhouses to have walls the idea was never mentioned in this group. Boards which had served as shelves in a grocery store early in the year were all that ever seemed necessary for partitions in this house. In the teacher's estimation this seemed to be an advantage as she could observe the children from any part of the room.

What was the teacher's part in this problem? Would it have been the same if she had not been there? The work was entirely the result of the children's own ideas. In spite of the fact that she was taking no part in it, except closely supervising when knives were in use, every day she was observing very carefully, foreseeing the needs of the following day so that she might provide the necessary materials when interest was at its height. This is a teacher's obligation at all times, seeing that children are given an opportunity to express their ideas by providing an environment which will encourage their expression.

WINIFRED CHAMBERLAIN.

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Book Reviews

Editor, ALICE TEMPLE

A scientific study of the advantages of kindergarten training. Until the last dozen or so years, fields other than those connected with the youngest school children have attracted people with the time, interest, and money for scientific study. Kindergartners have had to rely upon common sense and past experience with children to fill in many gaps of procedure. Gradually scientific studies are appearing to fill these many gaps. A recent one[1] has added a piece of very careful research on "Attendance at Kindergarten and Progress in the Primary Grades."

The author made a preliminary study which inspired two problems for further research:[2]

1. "The clearer definition of the advantage in age which seemed characteristic of the K[3] Group when its average age was compared with that of the N-K[3] group." Miss MacLatchy compared these groups as to age in years and mental age.
2. "The delineation of the advantage also held by the K Group when the average ratings in scholarship were concerned."

This study covers a period of three years. 4,836 children were used. 2,311 of these children had attended kindergarten and 2,525 had not. One group included children who entered Grade I September 1922. Their course was followed through Grade III. The other group entered school in September 1923. Their course was followed to the close of Grade II. Comparisons were made of children who had not attended kindergarten with those who had. The school systems in these Ohio cities helped: Athens, Cleveland Heights, Elyria, Fremont, Hamilton, Lakewood, Lockland, and Portsmouth.

In answer to the first problem in terms of years, Miss MacLatchy found that an advantage in age went to the K Group. Further research accounted for this fact in the following way: "The advantage in age (for the K Group) was due to the fact that kindergarten children were sent into Grade I when they were six years old regardless of whether they had been attending kindergarten less than four months or more than a year. This advantage in age is apparently the result of administrative routine, rather than an effect of attendance at Kindergarten."[4]

Her conclusions regarding mental age were: "The inference drawn from the comparisons of mental age found throughout this study was that the training received at kindergarten hastened the development of the ability measured by the intelligence test to a greater degree than the undirected experiences of everyday life to which the N-K children were subjected before entering the first grade."[5]

To find an answer to her second problem, Miss MacLatchy used the Pressey Primary Classification Test as the intelligence test. For rating achievement she used two forms of the Pressey Second-Grade Attainment

[1] Josephine H. MacLatchy. *Attendance at Kindergarten and Progress in the Primary Grades*, Columbus, Ohio. The Ohio State University Press, 1928, $1.25.

[2] P. 131.

[3] K Group means group who have attended Kindergarten. N-K Group means group who have not attended Kindergarten.

[4] P. 133.

[5] P. 134.

Scale in Grade II. Also Forms A and B of the Stanford Achievement Test, Primary Examination in Grade III. For the pupils who entered Grade I during September, 1923, two forms of the Pressey First-Grade Reading Test were given during the first half of the school year. The Haggerty Reading Test, Sigma I, was given at the close of Grade I and repeated at the close of Grade II.[6]

In answer to her second problem Miss MacLatchy finds in regard to achievement that "The comparisons which yielded the least convincing evidence toward an advantage for the children who had had kindergarten training in contrast to those who had not were gathered from the records of achievement."[7]

"The evidence gathered from several comparisons of achievement was that a slight but certain advantage in reading fell to the unselected K Group when its record was contrasted with that of a similar unselected N-K Group. Groups of equal ability achieved like results, while on tests trying achievement in spelling, reading, and arithmetic the tendency of the kindergarten toward an advantage in reading was offset by the tendency of the rival group toward an advantage in spelling and arithmetic."[8]

If Dr. Harry Greene in his article "What the Kindergarten Does"[9] had not come to opposite conclusions, the writer would have said that once for all Miss MacLatchy had settled this question: "Does kindergarten training help reading, spelling, and arithmetic in the primary grades?" With data pointing in two directions it would seem that Dr. Greene adequately describes the situation, "So many uncontrolled variables appear at unexpected places in studies such as these that the only safe conclusion which may be drawn at this time is that much further research in this field must be carried on before a final evaluation of the Kindergarten field can be made."[10]

1. As to the achievement of the K and N-K Groups in drill subjects as reading, arithmetic, and spelling, subjects that supposedly are not taught in kindergartens.
2. As to the achievement of the K and N-K Groups in the subjects planned and taught in the kindergarten.

Miss MacLatchy includes a most helpful bibliography and summaries of similar studies.

MADELINE DARROUGH HORN,
Iowa City, Iowa.

A book primarily for parents. The very general demand on the part of parents for help and guidance in the training of their children is the reason for the publication in book form[1] of the material of a correspondence course offered by the Institute of Child Welfare of the University of Minnesota, Dr. John E. Anderson, Director. The course consists of sixteen lessons and is here presented in as many chapters which deal, in turn, with the important aspects of the care and training of the preschool child.

The early chapters are devoted to the physical development of the child and diet, clothing, and children's diseases in relation to growth. Following are chapters on emotional habits, sleeping, eating, and other important habits to be established early in life. There is an excellent discussion of discipline, and other chapters dealing with curiosity, imagination, play, books and reading, and the family. The chapter on books contains a well selected list of books classified under such illuminating headings as "Stout Picture Books for the Baby," "Stories for Mother to Learn and Tell,"

[6] Pp. 23–24.
[7] P. 134.
[8] P. 135.
[9] Chicago School Journal, Vol. X, No. 2, October, 1927, pp. 58–65.
[10] *Childhood Education*, Vol. III, No. 9, May, 1927, p. 412.
[1] The Institute of Child Welfare, *Child Care and Training: A Reading Course for Parents.* Minneapolis: The University of Minnesota Press, 1928. Pp. VI + 180. $1.00.

"Picture Books which Tell a Story," "Books to Read Aloud," etc. Finally there is an annotated bibliography containing titles of fifty-six books and about half as many pamphlets which deal with different problems of child development.

On the whole this volume presents a simple, practical treatment of its subject in direct, clear and interesting style. Parents, teachers and others who have to do with the education of young children will find it well worth reading and study.

ALICE TEMPLE,
University of Chicago.

Some New Books for Children. Among a large number of 1928 books received, the following, we believe, will be of particular interest to the readers of Childhood Education.

The Atlantic Treasury of Childhood Stories.[1]

This is an excellent collection of stories, chiefly folk tales of all nations. The book is delightfully illustrated by Beatrice Stevens.

Taktuk, An Artic Boy.[2]

A book of adventure, for reading by children of second and third grades, suitable for the reading table.

Why So Stories.[3]

A collection of animal stories for children of grades two and three. They are adaptations of authentic legends and tales, simply and interestingly told.

Sugar and Spice.[4]

An intriguing title of an excellent collection of children's poems, including a great variety of Mother Goose as well as other good selections for children of primary grades.

Fun at Sunnyside Farm.[5]

A continued story of farm life for second grade children. Very good material.

Blacksmith and the Blackbirds.[6]

A fanciful humorous tale with amusing pictures which children will enjoy.

The Book of Pets.[7]

The latest addition prepared to accompany the Keystone Primary Set. Delightful stories about Jack and Betty and their pet animals for children who are learning to read. The book is attractively illustrated by Grace Norcross and contains a few pages of suggestions to the teachers.

KATHARINE MARTIN,
The University of Chicago.

[1] Selected and edited by Mary D. Hutchinson Hodgkins. Boston: An Atlantic Monthly Press publication issued by Little, Brown and Company, 1928. Pp. 409. $2.50.

[2] Helen Lomen, Illustrated by Marjorie Flack. Garden City, N. Y.: Doubleday, Doran & Co. 1928. Pp. 139. $1.75.

[3] Edwin Rich. Boston: Little, Brown & Co. 1928, Pp. 207. $1.75.

[4] Mary T. Tileston. Boston: Little, Brown & Co. 1928. Pp. 220.

[5] Ruby Minor. Boston: Ginn and Company, 1928. Pp. 166. 72 cents.

[6] Edith Rickert. New York: Doubleday, Doran & Co. 1928. 75 cents.

[7] Laura Zirbes and Alice V. Keliker. Meadville, Pa.: Keystone View Company, 1928. Pp. 102.

From the President of the I. K. U. to George C. Carroll, Superintendent Public Schools, Terre Haute, Indiana:

The ruling of the Terre Haute Board of School Trustees, making kindergarten education compulsory, will indeed emphasize the importance of early education for our youngest children. I congratulate you and your Board upon a very progressive and far reaching action, for it is surely a most significant step in a public school system towards the realization of richer and fuller opportunity for all, from "kindergarten to university."

In The Magazines

Editor, ELLA RUTH BOYCE

TEACHERS COLLEGE RECORD for November prints three addresses, read at a conference last April, on *The Responsibility of Higher Institutions of Learning for the Development of American Education.* The first is by Lotus D. Coffman, president of the University of Michigan. He recognizes that there has always been a close relationship, since the colleges have looked to the public schools, largely, for their student body. But he feels that this relationship has had rather a superior and critical attitude on the part of the colleges toward the product of the schools with which they have thus been in contact. He says, "Harsh criticism by the colleges must now reflect back upon themselves." For while in the past "public education has refused to acknowledge the dominion of the college and has been democratic in origin and purpose, quickly responsive to public need, essentially progressive in nature"—in contract to the college which has been static and formal—"It now accepts the philosophy that the progressive development of the fundamental institutions of democratic America depend upon a high level of trained intelligence among all the people and that each individual is entitled to that educational opportunity which corresponds to his ability and power of achievement." The change in relationship which is therefore at hand means, he feels that public schools and universities "both must recognize their common function and both must appreciate the fact that the old order changeth." His final conclusion as to the responsibility of higher institutions is that "it is the responsibility of joining with the public schools in defining the philosophy of living in these modern times and of reinterpreting and readjusting the program of education for the masses in harmony with it."

The second paper by Annie W. Goodrich, dean of the School of Nursing at Yale University, has in it definitions of both the nursery school and the kindergarten which are interesting. "What is the nursery school but the means through which the little child may be surrounded through its earliest and most impressionable months by experts in infant hygiene and child psychology, and the influence of these experts brought to bear on the most important factor in the child's life, the mother?" "What is the kindergarten but the release and happy expression of natural initiative and activity in contradistinction to the cramping, inhibiting results of the traditional method of child control and direction?"

The third paper By George W. Frasier, president of Colorado State Teachers College "Approached the subject from the contrasting points of view of the liberal arts college and the professional school of education."

THE JOURNAL OF EDUCATIONAL PSYCHOLOGY for November prints a report of a study made in the Detroit schools by Nina Banton Smith, Supervisor of Research on *Matching Ability as a Factor in First Grade Reading.* She says that it is not a pretentious experiment—"Its greatest merit probably lies in the fact that its results are of such a concrete practical nature that they may be placed directly in the hands of teachers for immediate application in meeting their matching problems." The study is reported in great detail. Only a few of its conclusions can be given here. "General ability in word recognition cannot progress

very far until pupils have developed the particular ability of making visual discriminations at least to the extent of being able to match word forms." "Some children possess this ability when they come into the first grade. Many do not."—"A question arises as to the relationship between matching ability and reading ability." Tests made to discover the answer to this question disclose "a high correlation." It is felt that this is very significant, first—"from the standpoint of its prognostic value as a determinant of reading maturity." She asks—"Is it not possible that a test based on word and letter matching might furnish us with an indication of reading readiness?" Note—The Baltimore schools have developed a reading readiness test based on the child's ability to discriminate between, rather than match words, which they are finding valuable. The article continues with the following comments. "The first grades throughout the country are clogged each year with pupils who fail simply because they are not mature enough mentally to engage in the formal reading activities as organized by our present day class room methods. Any instrument which would enable us to predict reading readiness would be tremendously useful." This study would indicate the necessity for definite reorganization in the first grade curriculum. "The second possibility which presents itself in this connection is whether or not a greater emphasis upon matching activities in the kindergarten might serve better to prepare children to take up the study of Grade I reading." Upon this point more data is needed before definite conclusions are made, but the evidence points that way. Here there would naturally arise the question of whether the kindergarten was the place for such activity and to how great a degree the kindergarten should accept preparation for the mechanics of reading as one of its special functions.

THE ELEMENTARY SCHOOL JOURNAL for November prints an article by Lydia J. Roberts telling *How A Teacher Can Judge The Nutrition of School Children*. This article is designed to be helpful in those situations where special studies in this field are not made by experts. She gives the ideal situation as one where "there is a complete medical examination of every child by a child specialist as well as nutritional guidance by a trained nutritionist, the teacher cooperating with both and helping to see that their instructions are carried out." This is seldom the situation and when the teacher herself must supply the lack three methods are suggested; first, weighing and measuring. This is placed first not as most important but as simplest. Weight and height should be determined for every child at the beginning of school and every month thereafter. It should then be determined for every child what his percentage of deviation from the average is. She says, "The tendency in the past has been to conclude too much at this juncture.—Weight alone is no longer regarded as adequate in judging nutrition." The next step is to check each child by the characteristics of good nutrition. Four are given as possible for the teacher to learn to observe—first, "the general appearance of vitality and well being as reflected in the pupil's carriage, facial expression, and activity; second, the amount of subcutaneous fat or, to use common language, his degree of thinness or fatness; third, the color of his skin and mucous membrane; and fourth, the firmness or flabbiness of his flesh and muscles." Last comes a checking of the diet and related physical factors. "Good nutrition requires a diet ample in amount and containing all the essentials for the growth and functioning of every part of the body." In other words, unless the child is getting protein, calcium and phosphorus, iron, other minerals and "all the vitamins for the health, growth and normal functioning of the body, and a total quantity of food sufficient to furnish energy for work and play and to make a moderate padding of fat over the bones and muscles," he is not

well nourished and his diet is inadequate. It is believed by the writer of this article that by questioning, the teacher may secure adequate information on these points and on the sleep and other related physical factors in his life to determine accurately what his condition is as regards nutrition.

In conclusion,—having made such careful study the teacher "will be in a better position to judge the nutrition of her group than if she had trusted to weight alone, and she will have the data with which to begin a sound piece of constructive work, her aim being, not merely to bring a few underweight children up to the average but to secure for every child an adequate diet, a wholesome program of living, and a state of optimum nutrition and good health."

Who's Who in Childhood Education

Frances M. Berry as chairman of the Committee which prepared the pamphlet *Equipment and Supplies* is largely responsible for this most timely and usable contribution. Miss Berry is Kindergarten-Primary Supervisor of Baltimore and also instructs in the College for Teachers, Johns Hopkins.

Julia Letheld Hahn, director of kindergarten and primary grades, San Francisco is nationally known as President of the National Council of Primary Education.

Harriet Stillman of our Convention City—Rochester, N. Y., is Assistant Director in the Department of Elementary Grades and Kindergarten with the major responsibility of the supervision of the kindergarten and primary grades.

Susan T. Canfield is Assistant Professor Public School Music in the Carnegie Institute of Technology and University of Pittsburgh.

Christine M. Heinig as Director of Nursery School, Washington Child Research Center is attracting wide attention through the creativity of her work.

Rose Alschuler, staff director of the Franklin and Winnetka Public School Nurseries, Winnetka, Ill., was formerly on the faculty of the Children's Community School, the first nursery school in Chicago.

Mabel Travis Wood of the Playground and Recreation Association of America won first prize at the 1928 National Conference of Social Work for her feature story on parks appearing in the New York Herald-Tribune.

Lovisa C. Wagoner, Associate Professor of Child Study, Vassar College was formerly affiliated with the University of Wyoming and the Iowa State College.

Frank Irving Cooper is Consulting Architect to School Boards and President of Frank Irving Cooper Corporation Architects.

A. J. Stoddard came to the superintendency of Schenectady schools from eleven years as Superintendent of Schools in Nebraska.

Mabelle Glenn, director of music, Public Schools, Kansas City, Mo., is President of the Music Supervisors National Conference and Member of the Research Council of Music Education and of the Advisory Council for R. C. A. Educational Hour, sponsoring Damrosch concerts.

Mary Jean Miller of the City Normal School, Rochester, N. Y. will be Social Chairman of the I. K. U. Convention—a sufficient endorsement for an enjoyable week.

A. J. Stoddard asks that much credit be given M. Ethel Brown, supervisor of elementary grades, for assisting in the preparation of his article.

Edwina Fallis teaches in Denver, Colorado and Winifred Chamberlain in Seattle, Washington.

Evalina Harrington

MISS EVALINA HARRINGTON, Vice-President of the International Kindergarten Union, died in El Paso, Texas, on Thursday evening, January 10th. She was Professor of Primary Education in the Branch of the University of Texas in El Paso and Supervisor of Primary Teaching in the City Schools. She had held this position for five years and had achieved conspicuous success, being widely known and highly regarded in the Southwest for her excellence as a trainer of teachers. Many hundred teachers here have received their inspiration and their professional improvement either as college students under her or as a result of her supervision while in teaching service. Her ailment which was chronic revealed itself as serious in November requiring an operation from which she recuperated only temporarily. She had appeared to be in good health and was an untiring worker so that her death was a shock to the many warm friends who surrounded her here and who gave her every attention possible.

EVALINA HARRINGTON

Miss Harrington was born in Marshalltown, Iowa, finished high school in Cedar Rapids, received diploma from Armour Institute, Chicago, the bachelor of science degree from Teachers College, Columbia University, and later the master of arts degree from Teachers College. Her teaching experience, mainly in kindergarten work, was at Poughkeepsie, New York; Harrisonburg, Virginia; Kalamazoo, Michigan; and Scarsdale, New York. In the World War she served overseas in the College Women's Union of Columbia University in Y. M. C. A. canteen work. Afterward she became Professor of Education in the Texas State Teachers College at Denton, then taught in the Lincoln School of Teachers College, was Professor of Education in the Pennsylvania State Normal of Indiana from which she came to the El Paso Schools and El Paso Junior College in 1923.

She was buried in Marshalltown, Iowa, beside her parents on January 14th. Her monument in El Paso is the permanent good of her work in the school system, the fond memory of her many friends for her zeal, optimism and kindliness, and a primary teachers club numbering several hundred members inspired by her high ideals of teaching service. This club is expected to be known hereafter as the Evalina Harrington Club of El Paso Primary Teachers.

A. H. HUGHEY,
Superintendent of Schools,
El Paso, Texas.